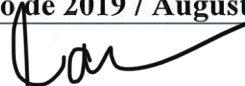




**UNIVERSIDAD CARLOS ALBIZU  
JUNTA DE SÍNDICOS**

**CARLOS ALBIZU UNIVERSITY  
BOARD OF TRUSTEES**

Política Núm./Policy Number: <b>CNG-04</b>	Origen/Source: <b>Comité de Nominaciones y Gobernanza / Governance and Nominations Committee</b>	Frecuencia de revisión/Review frequency: <b>Cada dos años / Every two years</b>
Nombre de la política/Policy Name: <b>Política para las evaluaciones del desempeño de la Junta de Síndicos y de sus miembros</b>		
Aplica a/Applies to: <b>Miembros de la junta de síndicos / Board of Trustees Members</b>		
Fecha de aprobación por la Junta de Síndicos / Approval date by the Board of Trustees: <b>9 de noviembre de 2009 / November 9, 2009</b>		
Fecha de la última modificación/Date last modified: <b>24 de agosto de 2019 / August 24, 2019</b>		
Nombre y firma del Secretario de la Junta / Board Secretary name and signature:	<b>Jaime L. Albors</b>	

### **1.0 PROPÓSITO**

Esta política de evaluación del desempeño de la junta como cuerpo rector y del desempeño individual de sus miembros se establece para:

- Propiciar un mejor entendimiento de los roles y responsabilidades de la junta como cuerpo rector y de sus miembros individualmente;
- Tener un mecanismo para revisar objetivos, identificar oportunidades e imponerse nuevas metas;
- Mejorar la efectividad y productividad de la junta y de sus miembros;
- Cumplir con requerimientos de ley, estatutarios, y de agencias licenciadoras y acreditadoras;
- Utilizar el proceso de evaluación como herramienta indispensable para el fortalecimiento de la gobernanza institucional.

### **2.0 ENUNCIADO DE LA POLITICA**

La junta de síndicos evaluará su desempeño periódicamente, preferiblemente en ciclos de tres años. También evaluará el desempeño de sus miembros a partir de la reunión anual en la que cumplen el segundo año de su término de incumbencia.

### **2.1 Evaluación de desempeño de la junta**

Un cuestionario de auto estudio, basado en criterios aplicables a juntas de síndicos de instituciones privadas de educación superior, además de aquellos criterios únicos aplicables a esta universidad, constituirá la herramienta principal del proceso. A través del mismo los miembros de la junta manifestarán su percepción de la efectividad de la junta en cada una de sus áreas de responsabilidad. Las percepciones individuales se presentarán a la luz de parámetros internos (misión, metas, y cumplimiento de leyes y reglamentos aplicables) y de tendencias (educativas, sociales, económicas, políticas, etc.) percibidas al momento de la evaluación.

Las contestaciones al documento de auto estudio se discutirán ampliamente por la junta. El proceso tiene el objetivo de dar a conocer y de analizar las percepciones de los miembros de la junta, llegar a conclusiones, y establecer un plan de acción conducente a mejorar la efectividad individual y colectiva del grupo.

Se recomienda un consultor independiente para servir de facilitador en el proceso.

El cuestionario aludido forma parte de esta política y se denomina Formulario A.

### **2.2 Evaluación de desempeño de síndicos**

Un cuestionario electrónico diseñado para la auto evaluación de síndicos servirá de base para esta actividad. Su objetivo es permitir que el presidente de la junta reciba de forma personalizada y directa una idea clara de las experiencias y contribuciones que al trabajo y responsabilidades de la junta han aportado aquellos síndicos próximos a cumplir un término de incumbencia. También este oficial conocerá cualquier idea que tenga a bien someter para el mejoramiento del funcionamiento de este cuerpo, su parecer sobre la posibilidad de continuar su servicio en ésta, y sus sugerencias para poder aprovechar al máximo sus talentos e intereses.

El cuestionario aludido forma parte de esta política y se denomina Formulario B. Deberá enviarse a los síndicos a ser evaluados en el mes de enero del año que corresponda la evaluación, de manera tal que el presidente de la junta pueda informar el resultado del proceso en la reunión anual de la junta.

### **2.3 Perfil de la junta de síndicos**

Como parte de sus funciones evaluativas la junta de síndicos anualmente llevará a cabo una encuesta para conocer el perfil actualizado de este cuerpo. A través de la misma se conocerá el conjunto de características, demografía, capacidades y experiencias representadas en la junta para encarar responsablemente sus funciones y tareas. Servirá de base para la identificación y reclutamiento de nuevos síndicos.

El cuestionario aludido forma parte de esta política y se denomina Formulario C. Deberá enviarse a los miembros de la junta en el mes de mayo de cada año, de manera tal que el resultado del proceso pueda informarse en la primera reunión del año fiscal.

### **3.0 IMPLEMENTACIÓN Y CUMPLIMIENTO**

La junta de síndicos, a través del Comité de Nominaciones y Gobernanza, en adelante CNG, en coordinación con el presidente de la junta, tendrá a cargo la implementación de esta política. Contará con el apoyo del Oficial Administrativo de la oficina de la junta.

Toda vez que existen diversos modelos, dinámicas y niveles de complejidad para la evaluación de desempeño de la junta, el CNG recomendará a la junta la forma más apropiada para llevar a cabo esta actividad. También documentará todo el proceso.

El oficial de cumplimiento de la universidad se asegurará del cumplimiento de esta política.

### **4.0 ENMIENDAS**

Esta política podrá ser enmendada en cualquier momento por la junta de síndicos.

### **5.0 VIGENCIA**

Esta política entrará en vigor a partir de su aprobación por la junta de síndicos y su certificación por el Secretario de ésta.

Anejos

Formulario A

Formulario B

Formulario C

**CARLOS ALBIZU UNIVERSITY  
BOARD OF TRUSTEES  
SELF STUDY EVALUATION QUESTIONNAIRE**

**CRITERION I: MISSION OF THE CARLOS ALBIZU UNIVERSITY**

No institution can be all things to all people. To remain competitive in an expanding marketplace, every organization must decide how its particular mission and purposes define its special niche. A clearly articulated mission also is important as a frame of reference for everyone connected with the institution – the president, trustees, faculty, students, staff, alumni, donors and many others - to guide their work and contributions to its advancement.

It is important for the board and the president, often in collaboration with appropriate stakeholders, to periodically review the mission statement's adequacy and appropriateness. But it is ultimately the board's responsibility to reaffirm or to change it. This board responsibility provides the context for most of its many other responsibilities, including the articulation of a strategic "vision" with its president (what do we want the institution to become?) and the adoption of a comprehensive institutional plan (Criterion 3).

**Mission and purpose of the Carlos Albizu University**

The mission is a brief written statement that defines the institution, the educational activities, its student body, and its distinct or particular role within the higher education community. It also guides decision making for all levels of management. The mission serves as the basis for the evaluation of the institution by accrediting agencies, inasmuch as these evaluate the extent to which the mission and goals are achieved and are consistent with the standards for accreditation. Boards are accountable to the institution's mission and cultural heritage and have a responsibility to reexamine, reshape and clarify the mission statement as needs and conditions indicate. In order to facilitate the evaluation of the Carlos Albizu University's mission statement, it is hereby quoted below, accompanied by the institution's vision and statement of values.

**Vision** (Copy)

**Mission** (Copy)

**Values** (Copy)

Questions	Yes	No	Don't know/ can't judge
1. In your opinion, is the statement of mission and purposes clear, succinct, and useful to serve as a guide to the board, administration, faculty and others?			
2. Does the statement articulate the distinctive nature of the institution in the marketplace?			



**Criterion 1 - continued**

3. Does the faculty and administration consistently show evidence of their awareness of the institution's mission in their recommendations for new or revised policies?			
4. Does the mission drive the board's and the administration's priorities?			
5. Is progress in accomplishing the institution's mission and goals documented and made public?			
6. Does the institution live up to its stated mission?			

**Summary**

In relation to this criterion, the board's overall performance has been:

\_\_\_ Excellent/very good \_\_\_ Good \_\_\_ Barely adequate \_\_\_ Poor \_\_\_ Don't know/Can't judge

Further comments or suggestions related to this criterion:

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**CRITERION 2: BOARD/PRESIDENT RELATIONSHIPS**

The selection of a president is one of the board of trustees' most consequential decisions, and the search process is the board's best opportunity to help guide its institution into a successful new era. The manner in which a governing board conducts a presidential search is a reflection upon the entire institutional community. It is the responsibility of the board to ensure that the search is conducted as fairly and openly as possible, consistent with the values of the institution. Also, the president's success is linked to the board's determination to do its part to sustain an effective relationship marked by mutual respect and an understanding of the distinction between board and executive responsibilities.

Providing personal and organizational support for executive leadership throughout his or her tenure, regularly assessing the president's performance, providing feedback on the institution's progress in achieving its goals, and providing appropriate compensation are key board responsibilities as well.

Questions	Yes	No	Don't know/ can't judge
1. Does the board have a policy to guide the recruitment and hiring of a president of the university?			

<b>Criterion 2 - continued</b>			
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2. Does the board maintain a competitive and appropriate package of compensation and terms of employment commensurate with the challenges of the presidency?			
3. Is the president's compensation based on explicit and justifiable benchmarks from within and outside the institution as well as on the marketplace for chief executives?			
4. Has the board delegated to the president the authority to manage and lead the institution?			
5. Does the chief executive display appropriate leadership?			
6. Does the president consistently respect the board's responsibility to ultimately determine the institution's major policies?			
7. Does the board regularly evaluate the performance of the president of the university?			
8. Does the board provide personal and organizational support for executive leadership and acknowledges superb service though appropriate compensation?			
9. Does the board publicly support the president when he or she must make difficult decisions that affect people or programs			
10. Does the board supports the president in maintaining the autonomy of the institution?			
11. Has the board instituted a plan for the orderly succession of the institution's president?			
12. Is the relationship between the board and the president built and maintained on a foundation of trust, mutual support and respect?			

**Summary**

In relation to this criterion, the board's overall performance has been:

Excellent/very good  Good  Barely adequate  Poor  Don't know/Can't judge

Further comments or suggestions related to this criterion:

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**CRITERION 3: STRATEGIC PLANNING**

Every institution requires ongoing planning to achieve its mission and goals. Each also needs to evaluate how well, and in what ways, it is accomplishing its mission and goals and uses the



results for broad based, continuous planning and evaluation. Through its planning process the institution asks questions, seeks answer, analyzes itself and revises its goals, policies, procedures and allocation of resources. Although the board participates and approves such plan, it is the responsibility of management and staff for its development and implementation assuring the participation of all constituents of the institution. Higher education of now facing one of the most challenging environments of all times due to national economic conditions. Colleges and universities all find themselves under severe financial pressures. To be able to compete in this environment, and to be sure the university is adequately positioned given its capabilities and markets, boards and managers must think strategically: study the environment, set new visions, revise priorities, identify new medium to long term goals integral to the institution's mission, and make important decisions allocating its resources to pursue goals.

Questions	Yes	No	Don't know/ can't judge
1. Is there an ongoing process of comprehensive institutional planning?			
2. Although the president is responsible for designing and conducting a process, he or she does not unilaterally determine the organization's strategic direction. Was (or is) the board involved in appropriate ways in the planning process?			
3. Is the board focused on strategic priorities, focusing on the big picture and not in the details?			
4. Does the board monitor the plan's implementation and the organization's progress, largely based on stated goals and objectives?			
5. Do the majority of board members seem to be satisfied with the way planning is conducted?			
6. Are the majority of board members satisfied with how the institution is progressing with its goals and priorities?			

**Summary**

In relation to this criterion, the board's overall performance has been:

\_\_\_Excellent/very good \_\_\_Good \_\_\_Barely adequate \_\_\_Poor \_\_\_Don't know/Can't judge

Further comments or suggestions related to this criterion:

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**CRITERION 4: FISCAL INTEGRITY AND AUDIT**

Among the responsibilities of governing boards, maintaining fiscal integrity is fundamental. Boards bear ultimate legal responsibility for approving the institution’s annual budget and monitoring the institution’s fiscal welfare. The board is the ultimate fiduciary of the institution, even though day-to-day operations are properly delegated to the administration. Because of the dramatic, well publicized financial and accounting frauds that occurred in recent years, the Sarbanes-Oxley Act of 2002 (SOX) affected views and practices regarding the governance of both profit and nonprofit organizations. Especially important were those affecting the auditing area changing forever the composition and functions of audit committees. Using SOX governance principles gives boards an opportunity to revitalize their business practices and strengthen competitive positions.

Questions	Yes	No	Don't know/ can't judge
1. Does the board fully accept its responsibility for prudent fiscal management?			
2. Does the board carry out its responsibility for overseeing fiscal resources, particularly in the preparation, approval and monitoring of the operating budget?			
3. Do all board members receive financial reports a) In a format that is intelligible and useful? b) Often enough?			
4. Does the board have within its membership persons with special expertise who give their advice on a) Long-range fiscal planning? b) Investment policy and practices? c) Fiscal management? d) Budget review? e) Analysis of financial reports and recommendations?			
5. Is the audit committee composed solely of independent trustees?			
6. Does your audit committee hires and oversees the performance and independence of the external and internal auditors?			
7. Does the audit committee oversees regulatory compliance, ethics and whistleblower claims?			
8. Does your organization have a document retention/destruction policy and are you sure it conforms to regulations applicable to your particular nonprofit organization?			
9. Does your organization have a compliance program that include hotlines and other mechanisms for anonymous and other communications from employees regarding possible violations or law or of the organization’s ethics or business conduct codes?			



**Criterion 4 - continued**

10. Do you have a written policy or program for the communication of concerns regarding possible financial, accounting, or other legal and ethical violations to senior officers and members of the board of trustees, as appropriate under the circumstances?			
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**Summary**

In relation to this criterion, the board’s overall performance has been:

\_\_\_ Excellent/very good \_\_\_ Good \_\_\_ Barely adequate \_\_\_ Poor \_\_\_ Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

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**CRITERION 5: FUNDRAISING AND PHILANTHROPY**

Boards should play an active role in generating resources both for current operations and future needs. With effective oversight of its financial resources, that is, careful review of the institution’s streams of revenue and expenditures, and playing an active role in fundraising for the university, the board discharges part of this responsibility. Personally, individual trustees can contribute gifts to the institution according to their means, and can also play a strong role in identifying, cultivating and approaching major donors.

Questions	Yes	No	Don't know/ can't judge
1. Do you feel that the fundraising program and strategies are well organized into a continuing and coordinated effort by the board, the president, and the chief development officer?			
2. Do you feel that fund raising efforts and success are reasonably in line with institutional needs?			
3. Do you feel there is an adequate financial commitment on the part of individual board members to a) Give personally to an extent consistent with their means? b) Identify prospects? c) Influence other persons and organizations to give?			
4. Does the staff coordinate and encourage trustee participation in fund raising?			

**Criterion 5 - continued**

5. Does the board receive periodic fund-raising reports that include aggregate trustee giving as a separate category?			
6. Has the board established appropriate policies and guidelines for the various types of fund-raising activities (i.e., annual fund, capital campaign, planned giving)?			
7. Has the board established appropriate policies for the following: Donor relations, Gift acceptance, Sponsorship?			
8. Are the board and its members doing their part to help implement appropriate goals and priorities through personal philanthropy and fund raising?			

**Summary**

In relation to this criterion, the board’s overall performance has been:

Excellent/very good  Good  Barely adequate  Poor  Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

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**CRITERION 6: ACADEMIC GOVERNANCE AND EDUCATIONAL PRIORITIES**

The board broadly defines the educational mission of the institution, determines generally the types of academic programs the institution shall offer, and is ultimately accountable for the quality of the learning experience. The faculty and academic administrators – not the board – shape the manner in which subjects are taught and learning experiences framed, identify who shall teach these programs, and develop approaches to assess the outcomes of student learning. The board is the primer guarantor of academic freedom and of institutional autonomy in educational matters. Upon the recommendation of the faculty, it is a fiduciary responsibility of the board to confer academic degrees.

Questions	Yes	No	Don’t know/ can’t judge
1. Are the administration’s and faculty’s recommendations to add and discontinue major academic and degree programs consistent with the institution’s mission?			
2. Is collaboration and communication between the administration and the faculty on academic and related faculty-personnel matters as effective as it can be?			



**Criterion 6 - continued**

3. When the administration consults the faculty organization on an appropriate academic policy matter, are constructive responses typically received on a timely basis?			
4. Does the board have a reasonably clear sense of which academic and degree programs are particularly strong, which are particularly weak, and why?			
5. Are the voices of internal stakeholders – especially faculty – sought on major decisions affecting them?			
6. Would it be worthwhile for the president and the board to review the process of delegation and collaboration within the institution?			
7. Does the board monitor and periodically assess the efficacy of programs and services?			
8. Does the board study the cost-benefit ratio of major academic undertakings?			

**Summary**

In relation to this criterion, the board’s overall performance has been:

\_\_\_Excellent/very good \_\_\_ Good \_\_\_Barely adequate \_\_\_Poor \_\_\_Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

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**CRITERION 7: PHYSICAL PLANT AND EQUIPMENT**

It is the board’s responsibility to create and maintain a physical environment that is conducive to learning and is consistent with reasonable expectations of future funds and enrollment trends. Decisions that involve the institution’s master plan for two campuses and one program outside the San Juan area and the capital utlay budget request are the major concerns. Prudence demands that maximum use be made of the present physical plant before onstruction or remodeling is considered, and maintenance should not be deferred to the possible peril of the institution’s future. Efficient use of the board’s time and effort requires that it be concerned only with those matters that cannot properly be delegated to the staff. Competition among institutions on the basis of attractive facilities and amenities to attract students is a daunting challenge.



Questions	Yes	No	Don't know/ can't judge
1. Has the board approved an institutional master plan for the physical plant that includes both present and anticipated needs?			
2. Within the past two years, has the board received and reviewed a report on the uses of physical plant – classroom, laboratory, dormitory, office, and other building space?			
3. Prior to its consideration of requests for remodeling or new construction, has the board satisfied itself that present spaces are being used effectively and that instructional areas are scheduled to optimum use?			
4. Is the board satisfied that maintenance programs are adequate and that they are not being deterred unreasonably?			
5. Do you feel that the board makes decisions on details relating to buildings and grounds that really should be delegated to the administrative staff?			
6. Has the board developed a strategy for the development, operation and maintenance of facilities and equipment at the university?			
7. Is this strategy funded in the operational budget of the university?			

**Summary**

In relation to this criterion, the board’s overall performance has been:

\_\_\_Excellent/very good \_\_\_Good \_\_\_Barely adequate \_\_\_Poor \_\_\_Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

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**CRITERION 8: BOARD COMPOSITION**

An effective board has a good balance of trustee skills, knowledge, and experience necessary for informed decision making. Our larger society requires that the board’s membership be as diverse as possible in terms of geography, ethnicity, age, gender, education, occupation/profession, perspectives, community connections, etc. Such diversity does not require that members be “representatives” of special groups or interests, even if specified in the bylaws or charter, rather each member must serve the interests of the institution as a whole.

Questions	Yes	No	Don't know/ can't judge
1. Does the board contain a sufficient range of expertise, attitudes, and external relationships?			
2. Is there a committee that assesses the board's needs regarding qualifications of new members and that maintains a roster of prospective members?			
3. Is there a commitment that reviews the performance of members who are eligible for reelection?			
4. Does the board have an established procedure for orienting new members?			
5. Does the board encourage its members to engage in continuing education with respect to issues related to higher education?			
6. Is there a clear set of values, principles and expectations of board members?			
7. Do you feel that the board should alter its policies and/or practices with respect to the following: a) Board size b) Length of term? c) Limitation of the number of successive terms?			
8. Would you create policies and/or practices with respect to the following; a) Age limits or honorary retirement? b) Age composition? c) Gender composition? d) Minority composition? e) Geographical composition? f) Persons with educational experience? g) Persons with financial management experience?			

**Summary**

In relation to this criterion, the board's overall performance has been:

\_\_\_ Excellent/very good \_\_\_ Good \_\_\_ Barely adequate \_\_\_ Poor \_\_\_ Don't know/Can't judge

Further comments or suggestions related to this criterion:

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**CRITERION 9: BOARD ORGANIZATION AND PERFORMANCE**

A board’s effectiveness is related to its committee structure and its conduct of meetings. An effective board uses meetings to periodically and thoughtfully sort our board responsibilities and informational needs, to critically review organizational structure and rules of procedure, and to periodically update by laws and major policies. Committee structure depends upon the board’s size, the frequency of meetings, and the work load that can be placed in individual members. Periodic review should also determine, among other things, whether there is the perception that a few persons seem to be making decisions that should be reserved for the full board, whether responsible minority opinions have the opportunity for full board consideration, and whether deserving board members have opportunities to move into leadership positions. The board chair and other board officers, committee chairs and the president of the university should be attuned to change where needed.

In order to facilitate the evaluation of the board operation by trustees, the names of the standing committees of the board are hereby mentioned:

- a) Academic and Student Affairs
- b) Audit, Compliance and Institutional Integrity
- c) Capital Development and Institutional Advancement
- d) Finance, Investments, Compensation and Planning
- e) Development and Conservation of Institutional Infrastructure
- f) Nominations and Governance

Questions	Yes	No	Don't know/ can't judge
<b>Board organization and meetings</b>			
1. Does the board has written governing documents, such as by-laws, charter, and others that delineate the governance structure and provide duties and responsibilities of trustees?			
2. Within the past two or three years, has the board in some formal way reviewed its committee structure and practice?			
3. Do the board and administration accept the proposition that most of the board’s work should be accomplished through the work of board committees?			
4. Do board meeting agendas a) Raise issues of policy that the board should consider? b) Include appropriate supporting information in the right amount? c) Reach you sufficiently in advance of the meeting?			
5. Do you believe that the number and duration of board meetings are sufficient to properly take care of the institution’s business?			
6. Are board meetings well conducted and reasonably stimulating?			



**Criterion 9 - continued**

7. Are you satisfied with the speed with which board minutes are complete and mailed following a meeting?			
8. Is the quality of board minutes as a comprehensive summary of what transpired? Is the quality and timeliness of minutes an area for improvement?			
9. Is the board's business conducted in an exemplary fashion and with appropriate transparency, adhering to the highest ethical standards?			
<b>Committee Structure and Leadership</b>			
10. Do you feel that the present committee structure a) Handles the board's work efficiently? b) Gives the full board the opportunity to consider adequately all matters of key importance? c) Allows constituencies to be heard when appropriate and before recommendations are formulated?			
11. Do you have a well-conceived advisory group to strategically advise and support the board's work?			
12. If yes, do you periodically assess the advisory group's performance to identify its strengths and weaknesses?			
13. Do board policies and practices provide sufficient opportunity for rotating leadership within the board and its committees?			
<b>Appeals</b>			
14. Is the board satisfied that the institution has contemporary due process or "fair hearing" policies and practice, and that it delegates the management of conflict situations and appeal processes to the chief executive and lowest appropriate academic or administrative level?			
15. Have any consequential personnel or other sorts of major disputes been brought to the board for formal review or adjudication within the past three years? If so, were such disputes a) Appropriate for board review and brought to the board only after other channels had been exhausted? b) Summarized accurately and concisely for study by an appropriate board committee? c) Addressed before they had escalated to crisis proportions? d) Settled without unduly prolonged debate? e) Settled without unduly prolonged debate?			
<b>Ethics and values</b>			
16) Does your board have a written conflict of interest policy for officers, trustees, employees and, in some cases, volunteers, as well as other policies applicable to trustees and employees that discuss standard of ethical and appropriate business behavior?			

**Criterion 9 - continued**

17) Do your policies cover “self-dealing” transactions with the organization (i.e., when the officer, director, employee, a family member or affiliated corporation is “on the other side” of a transaction with the corporation) as well as prohibitions against personal use of corporate assets – such as appropriating an empty office space to run a personal business without payment to the organization, or disclosure of confidential information, and taking advantage of opportunities that rightly belong to the organization?			
18) Are trustees and senior officers required to annually disclose their material business and financial relationships that create or may result in a conflict between their personal interests and the best interests of the organization?			
19) Are trustees and senior officers required to annually affirm that they have read, understood, and adhered to the organization’s conflict policies?			
20) Does your organization have an ethics or business conduct code?			

**Summary**

In relation to this criterion, the board’s overall performance has been:

Excellent/very good  Good  Barely adequate  Poor  Don’t know/Can’t judge

Further comments or suggestions related to this criterion:

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**CRITERION 10: BOARD RELATIONS**

A measure of the board success is the quality of its relationship with its many constituencies. Among them are faculty, students, and alumni. Most lay board members lack the professional expertise to legislate in the area of academic affairs. Therefore, the board should seek academic leaders’ advice on appropriate matters and delegate to them authority to carry out educational policies and practices. The board has the ultimate responsibility to protect the welfare of students and provide a healthy and safe campus environment that is conducive to scholarship and personal development. Alumni are obviously a source of tremendous support and a group whose ties with the institution must be continually assessed and strengthened. Maintaining good relationships with these and other constituencies is an ongoing challenge for everyone, but special care should be taken to respect the integrity of the president’s position.



Questions	Yes	No	Don't know/ can't judge
<b>Board/Faculty Relations</b>			
1. Does the board have appropriate and effective means of communications with faculty leaders that work for everyone while respecting the president/s office and responsibilities?			
2. Does the board, through the president, seek the advice and recommendations of faculty leaders in formulating basic educational policies?			
3. Do you feel that the board exercises authority over a) More aspects of academic affairs than it needs to? b) Fewer aspects of academic affairs than it needs to? c) The right number of aspects of academic affairs?			
4. Has the board adopted adequate policies concerning a) Faculty grievance procedures? b) Process for selection, promotion and retention of faculty?			
5. Do you believe relationships between the board and the faculty are realistically as good as then can and should be?			
<b>Board/Student Relations</b>			
6. Does the board have an appropriate and effective means of communication with student leaders that works for everyone while respecting the president's office?			
7. Has the board approved policies and adequately monitored provisions for the student's health, safety, and non-curricular (cultural, educational, recreational) activities?			
8. Is the board satisfied that adequate policies are in place for student appeal of perceived injustices (academic or other)?			
9. Do you believe that relationships between the board and students are as good as they can and should be?			
<b>Board/Alumni Relations</b>			
10. Is the board satisfied that it is in touch with alumni and their expectations for and perceptions of their institution?			
11. Do you feel that alumni exert undue influence on the board in any area of administrative or academic policy?			
12. Does the board feel that alumni assume a sufficient level of responsibility for institutional fund-raising efforts?			
13. Does the board feel that alumni giving is at an acceptable level?			
14. Do you believe that relationships between the board and the institution's graduates are realistically as good as they can and should be?			



**Summary**

In relation to this criterion, the board's overall performance has been:

\_\_\_Excellent/very good \_\_\_ Good \_\_\_ Barely adequate \_\_\_ Poor \_\_\_ Don't know/Can't judge

Further comments or suggestions related to this criterion:

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**GENERAL QUESTIONS**

1. Elaborate your low ratings.

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2. In your opinion, what are the major strengths/weaknesses of the board?

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3. What are you proud of as a trustee?

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4. What do you think should be the board's primary focus for the coming year?

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5. What have you done for the board?

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6. How can your talents be used better?

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7. In your opinion, what has been this board's major accomplishment?

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UNIVERSIDAD CARLOS ALBIZU  
JUNTA DE SÍNDICOS

Política Núm.:	Origen: Comité de Nominaciones y Gobernanza	Frecuencia de revisión; cada dos años
<b>Título: Política para las evaluaciones de desempeño de la junta y de sus miembros</b>		
<b>Formulario B – Cuestionario para la auto evaluación de síndicos próximos a cumplir término de incumbencia</b>		
Fecha de aprobación por la junta de síndicos:		
Aplica a: Todos los miembros de la junta de síndicos		
Firma del Secretario de la Junta:		

SÍ	NO o N/A	PUEDO MEJORAR	TEMA
			1. Conozco la universidad, su misión, servicios, políticas y programas.
			Comentario:
			2. He sido orientado correctamente sobre mis responsabilidades.
			Comentario:
			3. Reconozco que como síndico no tengo autoridad y que las decisiones de la junta se toman en forma colegiada.
			Comentario:
			4. Entiendo que la expectativa que se tiene sobre las responsabilidades de los síndicos es razonable.
			Comentario:
			5. He asistido a por lo menos un 80% de las reuniones regulares y especiales de la junta a las que he sido convocado.
			Comentario:
			6. He participado activamente en por lo menos 80% de las reuniones regulares y especiales de la junta a las que he sido convocado.
			Comentario:

SÍ	NO o N/A	PUEDO MEJORAR	TEMA
			7. Tomo conocimiento del material de apoyo con antelación a las reuniones.
			Comentario:
			8. He participado en las tareas de la junta y de la Universidad que se me han asignado.
			Comentario:
			9. He mantenido una actitud constructiva hacia el mejoramiento de la universidad.
			Comentario:
			10. He sido flexible en relación con la aceptación de nuevas ideas y el impacto que tienen nuevos desarrollos.
			Comentario:
			11. He respaldado el voto colectivo.
			Comentario:
			12. Leo las actas y me aseguro de que sean fieles y completas.
			Comentario:
			13. He contribuido con mis talentos y peritaje participando en uno o más de los comités de la junta, tales como Asuntos Académicos y Estudiantiles; Auditoría, Cumplimiento e Integridad Institucional; Desarrollo de Capital y Avance Institucional; Finanzas, Inversiones, Compensación y Planificación; Desarrollo y Conservación de Infraestructura Institucional; Nominaciones y Gobernanza:
			Comentario:
			14. He colaborado con otros miembros de la junta en la redacción y revisión de las políticas corporativas de la institución correspondientes a los comités en los que participé (Asuntos Académicos y Estudiantiles; Auditoría, Cumplimiento e Integridad Institucional; Desarrollo de Capital y Avance Institucional; Finanzas, Inversiones, Compensación y Planificación; Desarrollo y Conservación de Infraestructura Institucional; Nominaciones y Gobernanza).
			Comentario:
			15. He participado en las actividades de la universidad, e.g., graduaciones, seminarios.
			Comentario:



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			16. Cuando he tenido la oportunidad, he apoyado al presidente de la universidad en decisiones administrativas, incluyendo aquellas que protegen las normas y el bienestar institucional.
			Comentario:
			17. He participado activamente en actividades de recaudación de fondos.
			Comentario:
			18. He reconocido y cumplido con mi rol supervisor (“oversight”) y reconozco el rol gerencial y ejecutivo del presidente de la universidad.
			Comentario:
			19. Conozco los canales de comunicación y estoy consciente que no debo circunvalar los mismos.
			Comentario:
			20. He participado en actividades de educación continuada.
			Comentario:
			21 He tenido discreción al tratar/discutir asuntos sensitivos.
			Comentario:
			22. Se me ha brindado la oportunidad de desarrollarme como síndico.
			Comentario:
			23. He cumplido con los estándares de conducta que me exige la Ley General de Corporaciones, esto es, cuidado o diligencia en la toma de decisiones, lealtad y cumplimiento de ley.
			24. Tengo la oportunidad de compartir con mis compañeros síndicos fuera del ambiente formal de las reuniones.
			Comentario:
			25. Estoy al tanto de las tendencias en el campo de la educación superior.
			Comentario:

<b>SÍ</b>	<b>NO o N/A</b>	<b>PUEDO MEJORAR</b>	<b>TEMA</b>
			26. Estoy al tanto de las tendencias en el campo de la gobernanza corporativa.
			Comentario:
			27. He evaluado mi rol y mi desempeño como síndico este año con el objetivo de ser más efectivo el año próximo.
			Comentario:
			28. Describa su nivel de interés para continuar sirviendo como síndico: ____ (a) Muy interesado y disponible ____ (b) Interesado ____ (c) No estoy seguro

29. Sugerencias particulares para mejorar la efectividad del trabajo de la junta.

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30. Comentarios finales:

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Fuente: Amelia J. Antongiorgi, MBA, CGT

Nota: Este cuestionario de auto-evaluación, para cumplimentarse por los síndicos a partir de la reunión anual previo al cumplimiento de su término de incumbencia, sustituye el cuestionario de auto-evaluación anual de síndicos.

Documento revisado Dra. Ruth Prevor, 14 de mayo de 2017  
Rev. 10 julio 2018



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# PERFIL DE LA JUNTA *Formulario C*

\* 1. Edad

- 70 ó más años
- 60-69 años
- 50-59 años
- 40-49 años
- 30-39 años
- Menos de 30 años

\* 2. Género

- Femenino
- Masculino

\* 3. Area geográfica

- Residente de Puerto Rico
- Residente de Estados Unidos
- Otra (especifique)



\* 4. Posición financiera

- Negocio propio
- Empleado asalariado
- Retirado
- Otro, favor de especificar

\* 5. Tiempo en la junta

- Más de 10 años
- 6 - 10 años
- 3 - 5 años
- 1 - 2 años
- Menos de 1 año

\* 6. Area de peritaje de contribución a la junta  
(Puede escoger más de una alternativa)

- Administración
- Negocios
- Pequeños negocios
- Educación
- Finanzas
- Recolección de fondos
- Relaciones con el Gobierno
- Salud/Servicios médicos
- Legal
- Mercadeo
- Planta física
- Planificación
- Política pública
- Relaciones públicas
- Tecnología

\* 7. Experiencia organizacional

- Empresa privada
- Gobierno
- Organización sin fines de lucro
- Otra, favor de especificar

\* 8. Destrezas específicas de los miembros de la junta  
(Puede escoger más de una alternativa)

- Redacción de estatutos
- Desarrollo de políticas
- Planificación
- Reclutamiento de nuevos síndicos
- Preparación de propuestas
- Donante anual
- Donante de Planificación
- Donante de Capital
- Recolección de Fondos
- Presupuesto / Control Fiscal
- Negociaciones
- Relaciones Públicas
- Desarrollo Organizacional / Adiestramiento
- Educación / Asuntos Académicos
- Otra, favor de especificar

\* 9. Relación con la Universidad Carlos Albizu  
(Puede escoger más de una alternativa)

- Ex-Alumno
- Padre de estudiante
- Familiar de empleado
- Suplidor
- Cliente
- Otra, favor de especificar



\* 10. Nivel educacional

- Escuela superior
- Bachillerato
- Maestría
- Doctorado
- Post-Doctorado
- Otro, favor de especificar

\* 11. Además de esta junta, ¿a cuántas juntas pertenece en la actualidad?

- Ninguna
- Una
- Dos
- Tres
- Cuatro
- Cinco