Appendices

UPR-RP 2016 Self-Study

University of Puerto Rico

Río Piedras Campus

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Chapter 6

Appendix 2.1: Alignment of Strategic Plans

Ten for the Decade 2006-16 UPR System		Vision University 2016 UPR-RP
Goal 3 Competitive research, investigation, & creative work		Goal 1 RESEARCH: Research, creation, & scholarship
Goal 2 An academic culture of currency, experimentation, & renewal	Goal 4 A culture of evaluation & institutional assessment	Goal 2 ACADEMIC PROGRAMS: Academic & service programs
Goal 2 An academic culture of currency, experimentation, & renewal		Goal 3 FACULTY: Competent & productive faculty & staff
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Appendix 2.2: Professional Development Activities Offered by OPEP

These recent professional development activities (2013-14), each of which had between 20 and 30 participants, facilitated more efficient and better articulated planning and increased institutional effectiveness. Participants learned how to measure progress toward planning goals and how to better use administrative tools, including forms and electronic portals. Improvements have been observed in recent plans and requests submitted to the OPEP and in annual reports on campus achievements, which include more-precise and accurate information than in prior periods.

- Research on Institutional Practices: Alternatives for Strengthening Practices in Academic Departments (Sept. 19, 2013)

- How to Effectively Manage Departmental and College Budgets (Aug. 15 and Aug. 22, 2014)

- Annual Work Plans: Strategic Steps for Budgetary Requests and Assessment of Institutional Effectiveness (Nov. 7 and Dec. 12, 2014)

Appendix 2.3: Precautionary Fiscal Measures

The UPR System's Central Administration, aware of the challenges posed by the government's fiscal crisis, mandated or enacted the following precautionary measures in the period under review:

a. Implemented a student technology fee earmarked for the continual updating of information systems, the expansion of wireless networks, and the provision of technological resources in the classroom.

b. Renewed efforts to secure and increase donations from alumni and friends of the institution.

c. Reduced funding for travel and presentations, reduced funding for the program for hiring part-time student employees who are paid on an hourly basis, and redistributed funds for equipment not directly used for educational purposes.

d. Established limits on the recruitment of new non-teaching personnel as well as the payment of overtime for the completion of tasks, and issued revised regulations for coordinating vacations so that institutional services are not negatively affected.

e. Conducted a careful review of course offerings with special attention to quantity and size of course sections, in order to ensure efficient use of faculty and physical space and to create programming that supports students' academic progress (e.g., through the maintenance of courses with low enrollment when justified).

f. Increased support for the identification of sources of external funding (e.g., federal and state proposals, intramural practice plans, grants, indirect costs).

g. Encouraged the minimal use of paper and the use of electronic processing for transactions related to employee payroll, scholarship and grant payments to students, and payments to service providers.

h. Established limits on new contracts.

i. Instituted a requirement that all faculty members in full-time administrative positions teach at least one 3-credit course per semester, ad honorem.

Appendix 2.4: Operating Budget Distribution by NACUBO Categories,

FY 2009-10 through FY 2014-15

Function	2010-11		2011-12		2012-13		2013-14		2014-15	
TOTAL	$249,276,916		$249,935,910		$253,620,171		$256,716,579		$253,463,153	
DISTRIBUTION	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Instruction	$117,387,738	47.0	$118,741,755	48.	$118,173,703	46.5	$119,006,798	46	$112,212,470	44.1
Research	$4,418,987	1.7	$4,215,269	1.6	$5,167,289	2.0	$4,599,115	1.7	$4,357,295	1.7
Community Services	$1,252,389	0.5	$1,168,399	0.5	$1,320,246	0.5	$1,262,113	0.5	$1,404,128	0.6
Academic Support	$35,932,609	14.4	$35,378,422	14	$35,997,545	14.1	$37,080,105	14	$34,109,484	13.4
Student Services	$14,363,349	5.7	$13,470,992	5.3	$13,811,211	5.4	$14,600,536	5.6	$14,452,291	5.7
Institutional Support	$21,115,665	8.4	$22,412,918	8.9	$22,439,234	8.8	$23,544,334	9.1	$23,313,493	9.2
Infrastructure & Maintenance	$53,054,636	21.2	$52,807,726	21	$54,984,009	21.6	$54,746,748	21	$56,013,099	22.0
Fellowships & Financial Aid	$1,751,543	0.7	$1,740,429	0.7	$1,726,934	0.7	$1,876,830	0.7	$1,931,785	0.8
Non Recurrent Transfers									$6,669,108	2.6

Source: OPEP, Oct. 2015

Recinto de Río Piedras
Universidad de Puerto Rico

CERTIFICACIÓN NÚM. 039, 2011-2012

Yo, Aurora M. Sotográs Saldaña, Secretaria Ejecutiva de la Junta Administrativa del Recinto de Río Piedras de la Universidad de Puerto Rico, **CERTIFICO**:

Que, en la reunión ordinaria de la Junta Administrativa celebrada el 9 de marzo de 2012, este organismo consideró y aprobó el **MODELO Y EL MANUAL DE PRESUPUESTO,** según descritos en los documentos que forman parte de esta certificación.

Y, para que así conste, para circular a la comunidad universitaria y para remitir a las autoridades correspondientes, expido la presente certificación en Río Piedras, Puerto Rico, a los nueve días del mes de marzo del año dos mil doce.

Aurora M. Sotográs Saldaña
Secretaria Ejecutiva

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INTRODUCCIÓN

Este Manual de Presupuesto contiene las guías, etapas, instrucciones y responsabilidades para la preparación del Presupuesto Anual del Recinto de Río Piedras de la Universidad de Puerto Rico. Lo dispuesto en este Manual dirige la ejecución, control y evaluación del presupuesto operacional y estratégico. El mismo es utilizado por todas las unidades académicas y administrativas para su petición anual de recursos.

El presupuesto asignado se utiliza para subvencionar las actividades académicas del quehacer diario del Recinto, las operaciones que apoyan dichas actividades y la planificación estratégica delineada para garantizar su desarrollo institucional. La elaboración del presupuesto promueve y apoya sistemáticamente los procesos de planificación, asignación de recursos y efectividad institucional. El uso eficiente y efectivo de los recursos fiscales, independiente de su procedencia, garantiza el logro de las metas y objetivos esbozados en el Plan Estratégico Institucional (Visión Universidad 2016) y la ejecución exitosa de los proyectos/actividades/iniciativas esbozadas en su Plan Operacional (*Trazos*: 2011-2014), así como los Planes de Desarrollo de todas las unidades. Además, contribuye a fortalecer la situación financiera del Recinto.

Este Modelo requiere que los Decanos/as, Directores/as de Escuelas, Decanos/as Ejecutivos/as y Directores/as de Oficinas Adscritas presenten ante el Comité Institucional de Presupuesto (vide infra) la petición presupuestaria anual de su unidad. Dicha petición debe estar alineada con el Plan de Desarrollo y el Plan de Trabajo Anual de su unidad. Los Planes Desarrollo y de Trabajo Anual deben estar a su vez alineados con el Plan Estratégico Institucional y el Plan Operacional. Son estos planes los que viabilizan la ejecución del Plan Estratégico Institucional y el logro de sus metas y objetivos.

La Oficina de Planificación Estratégica y Presupuestaria (OPEP) es la unidad a cargo de la coordinación, ejecución, seguimiento y evaluación de los esfuerzos de planificación estratégica y Presupuestaria del Recinto de Río Piedras.

MODELO DE PRESUPUESTO

La base anual del Presupuesto del Recinto emana de la asignación presupuestaria proyectada por la Oficina de Presupuesto de la Administración Central. Los recursos fiscales de esta asignación presupuestaria provienen del Fondo General de la Universidad de Puerto Rico. Esta información generalmente se recibe en los meses de abril y junio. Una vez conocida esta cantidad, la misma se utiliza como base para preparar la proyección presupuestaria anual del Recinto. El Recinto ha adoptado un Modelo de Presupuesto en el cual se garantizan, en primera instancia, los gastos relacionados a salarios, beneficios marginales y otras disposiciones del personal docente y no-docente regular y probatorio, los gastos de utilidades y otras necesidades ineludibles (agua, luz, teléfono, mantenimiento,

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seguridad y tecnologías), y las operaciones diarias de las unidades académicas y administrativas. En segunda instancia, el resto de los recursos se distribuye en asignaciones a las unidades para la implementación de sus Planes de Trabajo Anual y Planes Institucionales de Desarrollo (vide-infra) y para la implantación de los proyectos, actividades o iniciativas del Plan Operacional del Recinto identificadas como prioridad para el año fiscal correspondiente.

Las unidades peticionan recursos anualmente para sus gastos operacionales y planes de trabajo. En la asignación de presupuesto para gastos operacionales se consideran los gastos operacionales históricos, pero no se presume una base incremental del presupuesto. La asignación final surge de una evaluación de las necesidades reales para operar. La asignación de presupuesto para sus Planes de Trabajo Anual se basa en el resultado del avalúo de su ciclo de planificación y presupuesto del año en curso y las prioridades de sus Planes de Trabajo para el siguiente año. La petición de presupuesto tiene que articularse con las metas y objetivos del Plan Estratégico Institucional y los proyectos del Plan Operacional (cuando aplique) del Recinto que estén vigentes. Es responsabilidad de cada unidad demostrar esta articulación.

Las necesidades adicionales de personal docente y no docente se trabajan en conjunto con el Decanato de Asuntos Académicos (DAA) y la Oficina de Recursos Humanos (ORH) a partir de un análisis de la situación de cada unidad. Este análisis incluye todo tipo de contratación, según aplique, contratos de servicios, compensaciones adicionales, bonificaciones, sustituciones, diferenciales, entre otros. Toda solicitud de recursos adicionales debe justificarse en función de las necesidades académicas y de desarrollo estratégico de la unidad.

COMITÉ INSTITUCIONAL DE PRESUPUESTO

El **Comité Institucional de Presupuesto (CIP)** del Recinto está compuesto por:

- Rector(a)
- Decano(a) de Administración
- Decano(a) de Asuntos Académicos
- Decano(a) de Estudios Graduados e Investigación
- Decano(a) de Estudiantes
- Director(a) de la Oficina de Planificación Estratégica y Presupuestaria
- Director(a) de la Oficina de Finanzas
- Director(a) de la Oficina de Recursos Humanos
- Director(a) de la Oficina de Planificación Estratégica y Presupuestaria
- Sub director(a) de Presupuesto
- Ayudante Especial de la Rector/a en Asuntos Administrativos

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- Ayudante Ejecutivo(a) de la Rector/a
- Otros funcionarios (según necesario)

Las responsabilidades de este Comité son:

1. Preparar, revisar y recomendar para aprobación el Modelo y Manual de Presupuesto.
2. Preparar, revisar y recomendar para aprobación el Modelo y Manual de Presupuesto
3. Evaluar y recomendar la asignación del presupuesto operacional y Planes de Trabajo de las unidades académicas y administrativas, a la luz de las peticiones recibidas y de los criterios establecidos
4. Revisar y recomendar cambios a las asignaciones durante el proceso de aprobación del presupuesto
5. Recomendar se someta el proyecto de presupuesto a la Junta Administrativa para su aprobación final
6. Ayudar en la preparación de la presentación del proyecto de presupuesto a la Junta Administrativa
7. Evaluar y recomendar ajustes a la proyección presupuestaria durante el periodo de vigencia, de ser necesario
8. Evaluar y recomendar acciones específicas dirigidas al mejoramiento continuo de los procesos de proyección, ejecución y liquidación presupuestaria

CICLO DE PRESUPUESTO

El **Ciclo de Presupuesto** incluye las diferentes etapas para preparar la proyección presupuestaria del Recinto desde su elaboración hasta el cierre final del año presupuestado.

Para propósitos prácticos hemos dividido el ciclo de presupuesto en cuatro etapas a saber (ver gráfica 1):

1. **Llamada de presupuesto:** es la etapa de preparación donde se solicita a las unidades toda la información necesaria que utilizarán en la petición presupuestaria que presentarán eventualmente al Comité.

Gráfica 1 - Ciclo de presupuesto.

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- •Confirmación personal regular
- •Reserva gastos operacionales (luz, agua, tecnología, seguridad, etc.)
- •Petición personal adicional
- •Sobrante operacional y estratégico

- •Solicitud personal docente y no docente adicional
- •Solicitud de gastos operacionales y Plan de Trabajo Anual de las unidades académicas y administrativas
- •Recomendación personal adicional (DAA, RRHH)
- •Plan Operacional del Recinto

Llamada de Presupuesto

Planificación Académica, Estratégica y Operacional

Ejecución, Control y Evaluación

Asignación Presupuestaria

- •Contratación de personal adicional autorizado
  - •Docente
  - •No docente
- •Administración de presupuesto
- •Monitoreo

- •Personal regular, probatorio y adicional
  - •Docente, no docente
- •Gastos operacionales
- •Acciones prioritarias del Plan de Trabajo Anual de las unidades
- •Plan Operacional del Recinto

2. **Planificación Académica, Operacional y Estratégica**: Una vez iniciado el proceso de presupuesto, cada unidad debe presentar sus necesidades presupuestarias en función de su planificación académica, operacional y estratégica.
3. **Asignación Presupuestaria**: Es el proceso por el cual se analizan todas las solicitudes de las unidades y se asigna el presupuesto correspondiente conforme a los recursos fiscales disponibles para la implantación del Plan Operacional del Recinto y el Plan de Trabajo Anual de las unidades.
4. **Ejecución, Control y Evaluación**: Este es el proceso de ejecución del presupuesto asignado, su control y finalmente la evaluación de la eficiencia y efectividad en el uso de los recursos relativo a la planificación y avalúo de los resultados logrados por cada unidad.

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PASOS A SEGUIR PARA LA CONSTRUCCIÓN DEL PRESUPUESTO

El personal permanente y probatorio es la base de partida para el establecimiento del Presupuesto del Recinto. Es responsabilidad de cada unidad mantener un registro actualizado de su personal de modo que se pueda asegurar la base presupuestaria relacionada con el personal regular y probatorio. El establecimiento de la base presupuestaria comienza con la distribución de las listas de plazas de cada unidad por la OPEP. Estas listas incluyen solamente el personal docente y no docente permanente y probatorio activo con el que cuenta la unidad al finalizar el año fiscal. Las listas no incluyen las contrataciones adicionales (ej.: contrato de servicios, compensaciones adicionales, sustituciones, diferenciales, otros que apliquen) y las plazas vacantes. Es responsabilidad de la unidad revisar las listas de plazas vigentes y:

a. Confirmar que el personal incluido es el correcto.
b. Identificar e informar a la División de Presupuesto de la OPEP cualquier personal que no sea permanente y esté en las listas, que renunció o se retiró y aún aparezca, que renunciará o se retirará para el siguiente año fiscal y es de conocimiento de la unidad.
c. Esta revisión no debe contener ninguna solicitud de personal adicional.
d. Las listas deben ser remitidas con las revisiones en o antes de la fecha indicada en el calendario dispuesto para el proceso de presupuesto anual del Recinto, según se indica en el *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional* (Certificación 039, 2011-2012, Junta Administrativa).
e. Una vez recibidas las listas de plazas revisadas por las unidades, la Oficina de Planificación Estratégica y Presupuestaria procede a realizar las actualizaciones pertinentes.
f. Conjunto con la base salarial que surge de las plazas permanentes, se calculan las aportaciones patronales a beneficios marginales, las cuales se añadirán a los salarios para establecer la base salarial presupuestaria para el año fiscal correspondiente al presupuesto en construcción. La OPEP utiliza los totales resultantes de este ejercicio para reservar el dinero correspondiente al personal docente y no docente, permanente y probatorio.

Paso 1: Revisión de Personal Docente (regular y probatorio)

El Comité Institucional de Presupuesto recomienda la cantidad del Presupuesto que se asigna a contratos de servicios y compensaciones adicionales, y se lo informa al Decanato de Asuntos Académicos (DAA), unidad responsable por el análisis y recomendación para la distribución de esta partida presupuestaria a las unidades académicas. El DAA sigue el calendario establecido por la OPEP para este proceso,

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según se indica en el *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional.*

Las instrucciones y documentos para la solicitud y análisis de contratos de servicios y compensaciones adicionales son establecidos por el DAA. Estos surgen de las Guías para la Planificación de la Oferta Académica (Apéndice 1). Estas guías se revisan cada año o semestre a tenor con los Planes de Desarrollo y de Trabajo Anual de las unidades académicas y sus necesidades actuales, y la situación fiscal del Recinto. El DAA emite las guías, en colaboración con el Comité Institucional de Presupuesto, y notifica de las mismas a las unidades académicas.

Una vez recibidas las peticiones de contratos de servicios y compensaciones adicionales de las unidades académicas, el DAA revisa, evalúa y recomienda la aprobación correspondiente. El DAA envía a la División de Presupuesto de la OPEP las recomendaciones de todas las unidades. Además, notifica a las unidades su recomendación y la asignación de presupuesto correspondiente.

La Figura 2 es una representación gráfica de la primera fase de preparación del presupuesto.

Figura 2.
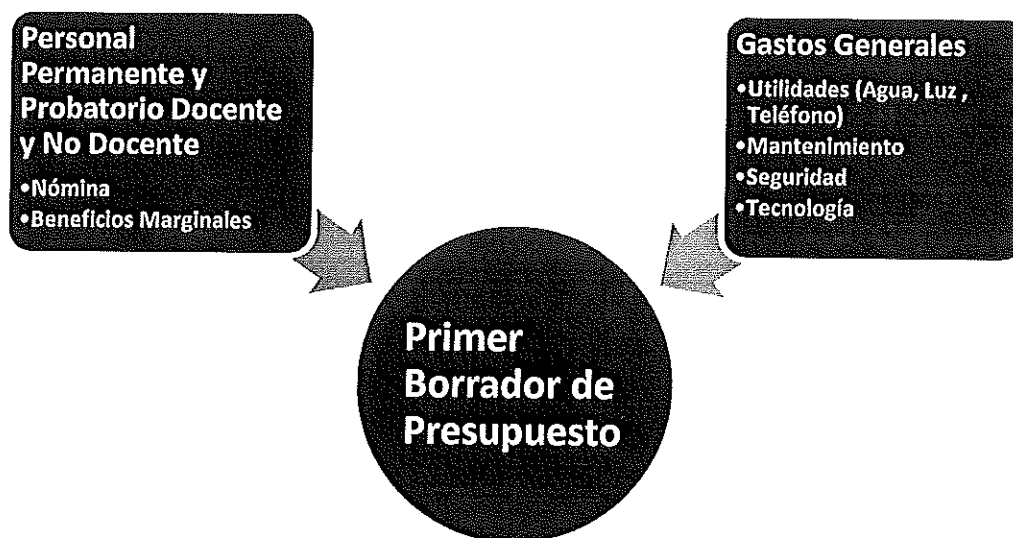
Paso 2: Revisión de Personal No Docente

El Comité Institucional de Presupuesto recomienda el presupuesto que será asignado para acciones de personal no docente (nombramientos sustitutos, contratos de servicios, diferenciales y compensaciones adicionales) y se lo informa a la Oficina de Recursos Humanos (ORH).

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La ORH revisa, evalúa y recomienda a cada unidad las acciones de personal que correspondan a la luz de las necesidades presentadas por las unidades, una evaluación de los recursos con los que cuentan, su estructura organizacional, su misión y Planes de Desarrollo y de Trabajo Anual. La ORH orienta y colabora estrechamente con las unidades académicas y administrativas en este análisis.

La ORH prepara un resumen en tabla de las peticiones recomendadas y la envía a la División de Presupuesto de la OPEP. Además, notifica a las unidades académicas y administrativas, a la División de Planificación Estratégica de la OPEP y al personal concernido (cuando aplique) las acciones no recomendadas.

Paso 3: Presentación del Plan de Trabajo Anual de cada unidad académica y administrativa, y la petición presupuestaria para el nuevo año fiscal

Cada Decano de Facultad/Director/a de Escuela, Decano/a Ejecutivo/a y Director/a de unidad administrativa presenta entre marzo y abril de cada año su Plan de Trabajo y petición de presupuesto ante el Comité Institucional de Presupuesto.

La presentación sigue las guías y el calendario establecidos en el *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional.*

El Comité Institucional de Presupuesto evalúa y recomienda al (la) Rector/a la asignación presupuestaria para cada unidad académica y administrativa.

Paso 4: Gastos Operacionales

Las partidas de personal permanente y probatorio, y las acciones de personal adicional se combinan para determinar el gasto de salario. A esto se le añade el gasto por aportaciones patronales y beneficios marginales para obtener el gasto de nómina del Recinto.

Una vez determinado el gasto de nómina, se le suman los gastos de utilidades y operacionales de todas las unidades del Recinto. Esta cantidad será el Presupuesto consignado necesario para operar el Recinto.

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El Presupuesto necesario para operar está representado en la Figura 3.

Figura 3.

Para estimar el gasto operacional se siguen las siguientes guías:

i.   Cada unidad académica y administrativa evalúa sus gastos operaciones tomando como base, pero no exclusivamente, el gasto operacional del año en curso y su proyección al cierre del año fiscal. Además, realiza una evaluación de sus necesidades reales (excluyendo al personal). La proyección de gastos operacionales forma parte de su petición presupuestaria.

ii. Los gastos operacionales presupuestados se dividen en las siguientes categorías por orden de prioridad:

a.   Revistas y Libros – Bibliotecas
b.   Acreditación
c.   Materiales
d.   Equipos
e.   Becas y Ayudantías de Cátedra
f.   Servicios y Otros Gastos Operacionales
g.   Combustible
h.   Servicios de Comunicaciones (excluye teléfono)
i.   Viajes, Gastos de Proyección Institucional y Actividad Universitaria
j.   Otros justificables

El presupuesto estimado antes de las asignaciones para Planes de Trabajo Anual está representado en la Figura 4.

Figura 4.

Presupuesto necesario para operar
- Nómina
  - Personal Pemanente y Probatorio Docente y No Docente
  - Acciones Docentes Adicionales
  - Acciones No Docentes Adicionales
  - Beneficios Marginales
- Gastos Generales
  - Utilidades (Agua, Luz y Teléfono)
  - Mantenimiento
  - Seguridad
  - Tecnología

Presupuesto antes de acciones prioritarias y Plan de Trabajo Anual

Gastos Operacionales
- Revistas y Libros – Bibliotecas
- Acreditación
- Materiales
- Equipos
- Becas y Ayudantías de Cátedra
- Servicios y Otros Gastos Operacionales
- Combustible
- Servicios de Comunicaciones (Excluye Teléfono)
- Viajes, Gastos de Proyección Institucional y Actividad Universitaria

Paso 5: Plan Operacional de Recinto y Planes de Trabajo Anual

   a. El Presupuesto del Recinto contiene una partida para subvencionar, según los recursos disponibles, el Plan Operacional del Recinto y los Planes de Trabajo Anual de las unidades académicas y administrativas. Todas las unidades complementarán este presupuesto con fondos externos mediante diversas estrategias, tales como: propuestas a agencias estatales, federales y fundaciones; la recaudación de fondos; la Práctica Intramural; iniciativas empresariales, y otras que apliquen.

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b. Todas las unidades son responsables de establecer sus Planes de Desarrollo y Planes de Trabajo Anual en miras de adelantar sus metas y objetivos, y en articulación con el Plan Estratégico y el Plan Operacional del Recinto. El *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional* provee la información necesaria para la elaboración de estos planes.

c. El Comité Institucional de Presupuesto (CIP) recomienda la asignación presupuestaria para esta partida. La misma se utiliza exclusivamente para subvencionar la implantación de las acciones prioritarias (proyectos, actividades, iniciativas) del Plan Operacional del Recinto y de los Planes de Trabajo Anual de las unidades.

d. Las unidades académicas someten a la OPEP la petición presupuestaria para la implantación de las acciones prioritarias de sus Planes de Trabajo. Mientras que las unidades administrativas peticionan su presupuesto a través del Plan Institucional de Desarrollo correspondiente. Para esto, utilizan las guías y el calendario establecidos en el *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional.*

e. Luego de realizado el análisis de las peticiones de presupuesto para las acciones prioritarias de las unidades, el Comité Institucional de Presupuesto recomendará a la División de Presupuesto de la OPEP la asignación por este concepto a cada unidad.

Paso 6: Asignación Presupuestaria

El presupuesto necesario para operar el Recinto se compara con el Presupuesto asignado por la Oficina de Presupuesto, Administración Central (OPAC). La diferencia entre el presupuesto para gastos totales de la nómina (incluyendo beneficios marginales) y el presupuesto asignado por OPAC es la cantidad a distribuir para gastos operacionales y estratégicos. Cuando la cantidad necesaria es mayor que el presupuesto asignado, se realizan los ajustes correspondientes para reducir razonablemente los gastos operacionales.

Una vez determinado el sobrante de presupuesto para gastos operacionales y estratégicos, el CIP recomienda las asignaciones al Plan Operacional y a los Planes de Trabajo Anual. La asignación correspondiente se hace en función de los siguientes criterios mínimos:

- Resultado del avalúo de las Acciones Prioritarias del Plan de Trabajo del año vigente.
- Presentación y justificación de la unidad ante el CIP de su Plan de Trabajo para el año de presupuesto correspondiente.
- Eficiencia demostrada por la unidad en el manejo del presupuesto otorgado.

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- Gastos reales de la unidad al cierre del año fiscal vigente.
- Otros criterios que establezca la OPEP en colaboración con el CIP.

Una vez asignados los fondos se elabora el Presupuesto final para su presentación y aprobación por la Junta Administrativa. La combinación de los elementos utilizados en la configuración del Presupuesto está representada en la Figura 5.

RECOPILACIÓN DE INFORMACIÓN

La información necesaria para la evaluación y construcción del Presupuesto anual se entrega a la OPEP utilizando las plantillas que se acompañan como anejos y dentro de la fechas límites establecidas en el calendario, según el *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional*.

Figura 5.

Presupuesto

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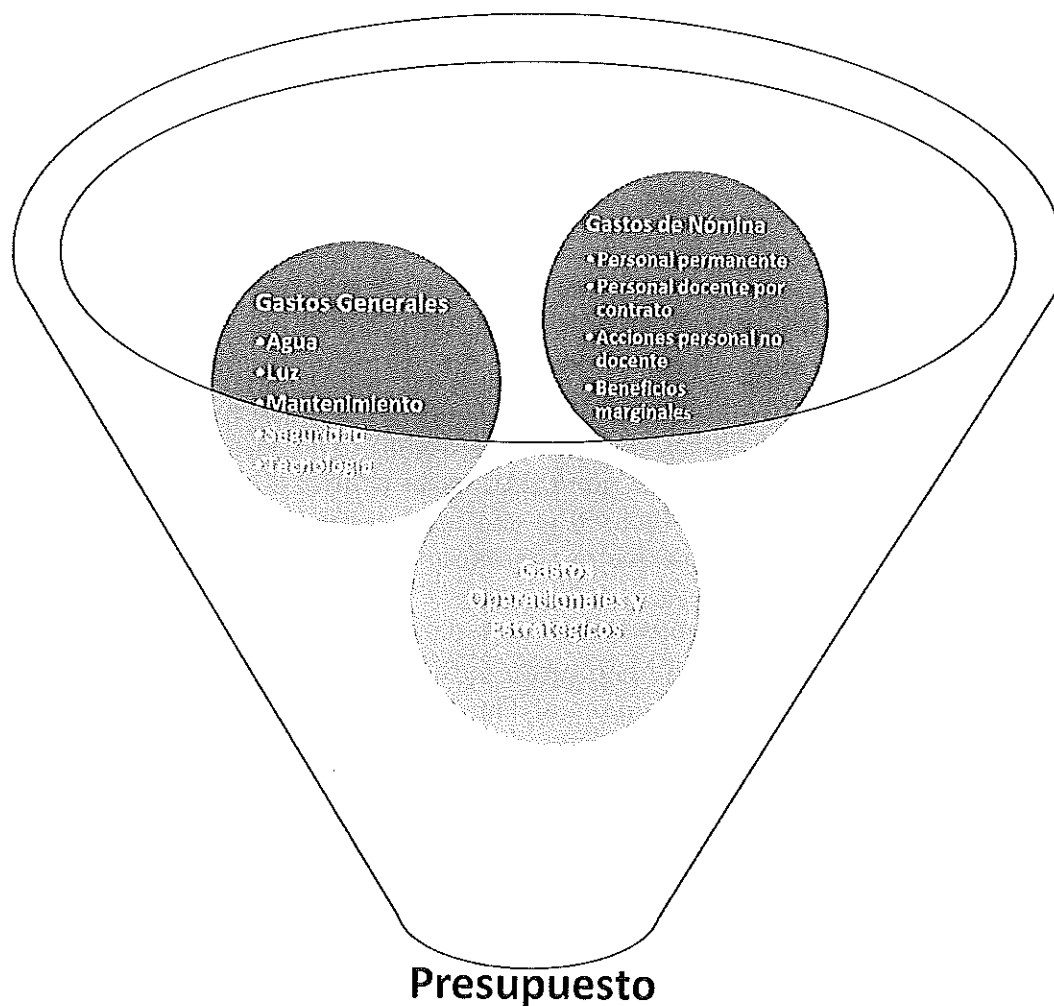
ETAPAS DE EJECUCIÓN DEL PRESUPUESTO

Las etapas para la administración del presupuesto (ejecución, control y cierre) es el conjunto de tareas administrativas coordinadas que van dirigidas a lograr:

1. la implantación de los proyectos, iniciativas y actividades prioritarias según el Plan de Trabajo Anual presentado por cada unidad;
2. los trámites administrativos correspondientes a las acciones de personal previamente autorizadas tales como: contratos de servicios y compensaciones adicionales para personal docente y no docente; nombramientos sustitutos y diferenciales para el personal no docente, y otras acciones de personal autorizadas.
3. La utilización efectiva y eficiente de los fondos operacionales autorizados para la compra de materiales, servicios profesionales, mantenimiento, arrendamientos, viajes, acreditación de programas académicos, equipos, libros de las bibliotecas, ayudantías de estudiantes, entre otros.

Ejecución

Los presupuestos para gastos institucionales, tales como: energía eléctrica, agua y alcantarillado, telefonía, telecomunicaciones, recogido de basura, seguridad y otros son administrados por los funcionarios u oficinas que intervienen directamente en las operaciones de estos conceptos.

Las unidades preparan una hoja de cálculo (en Excel) para establecer un subsidiario separado por cuenta (proyecto, iniciativa, actividad, gasto operacional) para mantener un control de las transacciones procesadas y los balances actualizados. Además, tienen disponibles las pantallas y datos del sistema UFIS GL Oracle para conocer los balances de las cuentas para evaluar las transacciones de pagos directos a procesar, las requisiciones para las compras requeridas y las órdenes de compras ya procesadas.

Con la utilización de estos datos presupuestarios las unidades planificarán durante el año fiscal el uso de los fondos asignados para evitar sobregiros en los proyectos estratégicos y en las asignaciones de fondos para la operación regular de la unidad. Cualquier sobregiro se cubre con los propios fondos de la unidad correspondiente.

Control

La fase de control del presupuesto requiere de una coordinación estrecha entre la División de Presupuesto de la OPEP y los funcionarios identificados en las (los) facultades, decanatos, departamentos, oficinas, y divisiones, y en las unidades administrativas responsables de autorizar las transacciones para las cuales fueron aprobados los fondos. Estos funcionarios tienen la responsabilidad de velar por el

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uso eficiente y efectivo de los recursos fiscales asignados, y a su vez, asesoran a los Decanos/as y Directores/as en los asuntos de presupuesto de su unidad.

Las unidades tendrán disponibles los datos de los subsidiarios internos, los datos de las pantallas y de los Informes Discoverer que provee el sistema financiero UFIS GL Oracle, para la preparación de los informes requeridos. Además, los funcionarios responsables de las transacciones presupuestarias se convocan a reuniones internas y con otros niveles administrativos para conocer el estatus en la ejecución y control de presupuesto para reducir la posibilidad de sobregiros y asegurar la utilización del presupuesto conforme fue aprobado. Los informes financieros y sobre el progreso (avalúo) en la implantación de las acciones prioritarias se envían a la OPEP, según los formatos y el calendario establecidos en el *Manual para la Planificación Estratégica, la Asignación de Recursos y el Avalúo de la Efectividad Institucional.*

Cierre

El cierre es la fase del proceso presupuestario en la cual se realizan los ajustes, cuadres, acumulaciones de gastos y obligaciones en las cuentas de fondos institucionales y de fondos externos. Este proceso es dirigido por la Oficina de Finanzas en coordinación con la División de Presupuesto de la OPEP, y las unidades académicas y administrativas en el Recinto. El cierre se rige por un calendario de actividades para cumplir con el registro de las distintas transacciones de cierre. Este calendario es establecido por la Oficina de Finanzas.

El inicio de esta fase es la fecha para el cierre de las compras mediante el registro de las requisiciones y la obligación de los fondos. Las unidades son responsables de procesar los documentos que justifiquen las obligaciones de fondos en las cuentas de fondos institucionales correspondientes.

Las unidades verifican sus cuentas para certificar a la Oficina de Compras el recibo de todos los materiales y equipos recibidos de los suplidores. Esta labor es importante, ya que sin el registro de las órdenes recibidas no se puede procesar el pago al suplidor. Para pagos directos se requiere la autorización de Rectoría para procesar los mismos con los fondos disponibles de las cuentas.

Las transacciones de pago directo y de obligaciones de fondos no procesadas a tiempo por las unidades afectan los presupuestos del nuevo año fiscal por lo que es imperativo atender este asunto en las fechas de cierre.

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FORMULARIOS

Este Manual incluye los formularios que se utilizan para las peticiones presupuestarias de personal docente, personal no docente, gastos operacionales y estratégicos-prioritarios. Sólo se acepta la información solicitada en los formatos establecidos.

Se incluyen en el Apéndice 2 los siguientes formularios:

1. Personal docente a tarea completa en funciones administrativas
2. Contratos de servicio personal docente a tarea completa
3. Contratos de servicios personal docente a tarea parcial
4. Compensaciones adicionales personal docente
5. Diferenciales en sueldo personal no docente
6. Compensaciones adicionales personal no docente
7. Nombramientos sustitutos, temporeros, contrato de servicios personal no docente.
8. Gastos operacionales

EVALUACIÓN

El ciclo de presupuesto se completa con la evaluación del desempeño obtenido durante el año fiscal vigente referente al presupuesto asignado y gasto real, y los objetivos alcanzados. Al finalizar el año se considerarán los siguientes indicadores para determinar la efectividad en el manejo del presupuesto:

- Comparación de presupuesto enmendado con el presupuesto original
- Comparación gasto real versus el presupuesto asignado
- Comparación de los gastos operacionales del año corriente versus el año anterior
- Distribución del uso del presupuesto por las diferentes categorías: nómina y beneficios, gastos operacionales, y Plan de Trabajo Anual
- Distribución de los FTE en enseñanza, investigación, administración y otros
- Logros de los objetivos del Plan de Trabajo Anual en función del presupuesto asignado y gastado

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APÉNDICE 1: GUIAS GENERALES PARA LA PLANIFICACIÓN DE LA OFERTA
ACADÉMICA

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GUIAS GENERALES PARA LA PLANIFICACIÓN DE LA OFERTA ACADÉMICA

La planificación de la oferta académica se hará aplicando las siguientes guías:

- Los cursos con secciones múltiples se deben ofrecer en diferentes horarios (am y pm). No se deben abrir secciones adicionales hasta que los cursos programados alcancen el cupo máximo establecido conforme a la normativa vigente.
- Todos los cursos tipo conferencia, deben ser programados en salones de clases con cupo de 30 estudiantes o más. De no contar con salones disponibles la facultad debe coordinar con otras facultades o unidades que tengan espacios disponibles.
- Se deben incluir secciones de cursos en horario nocturno y sabatino de acuerdo a los horarios establecidos por el Decanato de Asuntos Académicos.
- Todo profesor en puesto permanente completará su carga académica ofreciendo cursos en los horarios que sea necesario, incluyendo cursos en horarios nocturnos y sabatinos. En las circunstancias que se requiera, la carga del profesor podrá ser completada mediante la enseñanza de cursos en otras Facultades diferentes a su Facultad de origen, siempre que tengan las cualificaciones académicas para el curso que se enseñará.
- Se recomienda también la consolidación de cursos en anfiteatros, cuando sea apropiado. Para secciones con 75 estudiantes o más se podrá conceder un ayudante de cátedra.

Los directores de departamento y otro personal de confianza continuarán ofreciendo un curso de tres créditos ad-honorem. Deberá contar con las cualificaciones académicas necesarias para la enseñanza del curso.

Las descargas académicas se limitarán a:

- Funciones administrativas para dirección de Decanatos, Decanatos Asociados, Decanatos Auxiliares y Directores de Departamento. (No se recomienda tiempo completo, salvo que sea absolutamente necesario).
- Los proyectos de investigación (deberán incluir un desglose que incluya título de investigación/laboratorio/proyecto, descripción, resultados esperados, equivalencia en créditos y horas contacto).
- Descargas por reglamento (Ej. Senado Académico)

Para otras tareas académicas, que no sean de enseñanza de cursos, ni forman parte de las descargas descritas anteriormente, pero sea extremadamente necesario se utilizará el mecanismo de compensación adicional.

La contratación de personal jubilado sólo se compensará a razón de la escala de compensaciones adicionales vigente. Los contratos de servicio docentes se limitarán a la enseñanza de cursos que no excederán los 9 créditos, ni excederán el periodo de 10 meses.

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APÉNDICE 2: FORMULARIOS

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico _____ Semestre _____

Personal Docente a Tarea Completa en Funciones Administrativas

Tabla 1D

Facultad: _____

Departamento/Unidad: _____

Nombre del profesor	Tarea administrativa asignada (Desglose programa o tarea regular)	Cursos a tarea ad honorem* (Desglose información)	Cursos a enseñar por CA Curso, sección, horario y créditos)	Impacto fiscal de acción (Costo semestre)	Cambio de horario**	Observaciones

*Curso(s) ad honorem requeridos por las medidas cautelares a directores de departamentos y otro personal de confianza (3 créditos).
**Sólo aplica en casos que requiere hacer cambio en el horario regular. Debe incluir horario con los cambios para el visto bueno del (la) Rector(a).

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico _____ Semestre _____
Contratos de Servicios Personal Docente a Tarea Completa

Tabla 1B

Facultad: _____

Departamento/Unidad: _____

Nombre del profesor a nombrar	Carga académica propuesta (Desglose información de cursos a enseñar)	Período de contrato*	Impacto fiscal de acción**	Indique si aplica:		Observaciones
				Nuevo reclutamiento	Ley 100 o intercolegial	

*Los contratos no podrán ser retroactivos.
**Incluye el costo por semestre.

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Recinto de Río Piedras

PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico _____ Semestre _____
Contratos de Servicios Personal Docente a Tarea Parcial
Tabla 1C

Facultad: _____

Departamento/Unidad: _____

Nombre del profesor a nombrar	Carga académica propuesta (Desglose información de cursos a enseñar)	Periodo de contrato*	Impacto fiscal de acción**	Indique si aplica:		Observaciones
				Nuevo reclutamiento	Ley 100 o intercolegial	

*Los contratos no podrán ser retroactivos.
**Utilizará la escala de compensaciones.

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico_____ Semestre_____
Compensaciones Adicionales para Ofrecimientos Académicos
Tabla 1E

Facultad: _____

Departamento/Unidad: _____

Nombre del profesor	Cursos asignados FTE*	Curso o tarea por CA*	Cursos o tarea ad honorem*	Impacto fiscal**	Indique si es docente en funciones administrativas	Incluya cambio de horario (si aplica)	Requiere intercolegial o Ley 100	Observaciones

*Desglose cursos, secciones, horarios y créditos.
**Utilice escala de compensaciones adicionales.

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico _____ Semestre _____
Petición Diferenciales en Sueldo del Personal No Docente

Facultad: _____

Departamento/Unidad: _____

ESTA INFORMACIÓN DEBERÁ SER COMPLETADA POR LA UNIDAD QUE SOLICITA LOS SERVICIOS							PARA USO DE LA OFICINA DE RECURSOS HUMANOS				PARA USO DE LA DIVISIÓN DE PRESUPUESTO DE LA OPEP	
Facultad	Departamento	Nombre	Título	Fecha de comienzo y terminación	Justificación de la acción solicitada	Cantidad otorgada	Período aprobado (# de meses)	Costo Anual	Sí No	Recomendación	Sí No	Recomendación

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA

Año Académico_____ Semestre_____

Petición de Compensaciones Adicionales del Personal No Docente

Facultad: _____

Departamento/Unidad: _____

ESTA INFORMACIÓN DEBERÁ SER COMPLETADA POR LA UNIDAD QUE SOLICITA LOS SERVICIOS						PARA USO DE LA OFICINA DE RECURSOS HUMANOS						PARA USO DE LA DIVISIÓN DE PRESUPUESTO DE LA OPEP	
Facultad	Departamento donde se prestarán los servicios	Nombre	Fecha de comienzo y terminación	Justificación de la acción solicitada	Clasificación asignada a la tarea	Pago por hora	No. horas semestre.	No. semanas en periodo	Costo Anual	Sí No	Recomendación	Sí No	Recomendación

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico _____ Semestre _____

Petición de Nombramientos Sustitutos, Tarea Parcial o Contratos de Servicios del Personal No Docente

Facultad: _____

Departamento/Unidad: _____

ESTA INFORMACIÓN DEBERÁ SER COMPLETADA POR LA UNIDAD QUE SOLICITA LOS SERVICIOS									PARA USO DE LA OFICINA DE LA DIVISIÓN DE RECURSOS HUMANOS					PARA USO DE LA DIVISIÓN DE PRESUPUESTO DE LA OPEP	
Facultad	Departamento	Nombre	Título	Tipo de nombramiento	Si es TP indicar # de horas semanales	Fecha de comienzo y terminación	Justificación de la acción solicitada	Costo mensual	Período aprobado (# de meses)	Costo Anual	Sí No	Recomendación		Sí No	Recomendación

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PLANIFICACIÓN DE LA OFERTA ACADÉMICA
Año Académico_____ Semestre_____
Gastos Operacionales (Consolidado a Nivel de Facultad o Decanato)

Facultad/Decanato: _____

CATEGORÍA DE GASTO	CÓDIGOS Y DESCRIPCIÓN	PRESUPUESTO ORIGINAL AF 2011-12	GASTADO 2011-12	PRESUPUESTO SOLICITADO AF 2012-13	DIFERENCIA (NUEVA SOLICITUD)
Revistas y Libros – Bibliotecas	6070 – Materiales de Referencia para Bibliotecas				
	7110 – Adquisiciones para la Biblioteca				
	Total				
Acreditación	6530 – Gastos de Acreditación				
Materiales	6020 – Materiales				
	6080 – Piezas y Accesorios de Reparación de Equipos				
	Total				
Equipos	7300 – Equipo Menor No capitalizable ($200<=$1,000)				
	7500 – Equipo Capitalizable (Costo>=$1,000)				
	Total				
Becas y Ayudantías de Cátedra	8010 – Becas, Estipendios y Proyectos Especiales				
Servicios y Otros Gastos Operacionales	6100 – Gastos de Mantenimiento				
	6140 – Gastos de Arrendamiento				
	6200 – Servicios Profesionales, Consultivos y No Profesionales				
	6300 – Otros Servicios y Gastos Misceláneos				
	6364 – Seguro Médico Estudiantes				
	6370 – Seguros (Excluye Seguro Médico Estudiantes)				
	6385 – Recogido de Basura				
	Total				
Viajes, Gastos de Proyección Institucional y Actividad Universitaria	6400 – Gastos de Viaje y Dietas en Misiones Oficiales				
	6500 – Gastos Proyección Institucional y Actividades Comunidad Universitaria				
	Total				

CATEGORÍA DE GASTO	CÓDIGOS Y DESCRIPCIÓN	PRESUPUESTO ORIGINAL AF 2011-12	GASTADO 2011-12	PRESUPUESTO SOLICITADO AF 2012-13	DIFERENCIA (NUEVA SOLICITUD)
Combustible	6383 – Suministro de Gas				
	6384 – Combustibles				
	Total				
Servicios de Comunicaciones (Excluye Teléfono)	6160 – Servicios de Comunicaciones (Excluye Teléfono)				
Teléfono (si aplica)	6171 - Teléfono				
TOTAL		$	$	$	$

Appendix 2.6: Summary of Teaching and Non-Teaching Staff (Headcount) AY 2015-16

Tipo de Nombramiento	Total	Fondo General	Fondos Extrauniversitarios
Resumen - Totales Personal Docente y No Docente	**2,924**	**2,827**	**97**
Permanente y Probatorio	2,157	2,146	11
Temporero	97	93	4
Especial	58	2	56
Contrato de Servicios - Tiempo Completo	183	166	17
Contrato de Servicios - Tarea Parcial (Conversión a FTE)	157	150	8
Sustituto	80	80	0
Confianza	192	190	2
Jornal	0	0	0
Total Personal Docente	**1,235**	**1,200**	**35**
Permanente y Probatorio	744	741	3
Temporero	20	19	1
Especial	6	0	6
Contrato de Servicios - Tiempo Completo	183	166	17
Contrato de Servicios - Tarea Parcial (Conversión a FTE)	157	150	8
Sustituto	4	4	0
Confianza	120	120	0
Total Personal No Docente	**1,690**	**1,627**	**63**
Permanente y Probatorio	1,413	1,405	8
Temporero	77	74	3
Especial	52	2	50
Contrato de Servicios - Tiempo Completo	0		0
Contrato de Servicios - Tarea Parcial (Conversión a FTE)	0	**0**	0
Sustituto	76	76	0
Confianza	71	69	2
Jornal	0	0	0

Appendix 2.7: Distribution of External Funds (in $) by NACUBO Categories FY 2009-10 to 2014-15

Categories	Fiscal Year					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Instruction	6,118,314	6,010,083	7,599,944	9,246,045	6,993,679	2,355,681
Research	15,798,965	16,501,723	18,979,756	16,692,082	17,287,592	15,211,734
Community Services	2,364,629	4,028,666	2,727,807	2,393,507	2,257,843	2,481,884
Academic Support	1,893,153	1,310,578	1,292,061	833,512	667,912	1,761,525
Student Services	1,686,199	2,721,941	2,810,155	2,004,233	1,655,575	840,572
Institutional Support	711,013	384,750	405,896	657,913	200,121	269,785
Infrastructure & Maintenance	50,060	131,974	168,889	179,551	319,114	147,358
Fellowships & Economic Aid	49,105,187	51,912,406	46,530,642	42,660,678	38,824,933	41,294,139
Auxiliary Enterprises	1,178,495	893,409	888,332	782,344	771,339	279,272
Totals	$78,906,015	$83,895,531	$81,177,931	$75,448,518	$68,978,107	$64,642,650

Source: OPEP, November 2015

Appendix 2.8: Office of The President Circular R-0809-14; Rules and Precautionary Measures on Institutional Finance

14 de enero de 2009

R-0809-14

SEÑORAS RECTORAS Y SEÑORES RECTORES

Antonio García Padilla

DISPOSICIONES Y MEDIDAS CAUTELARES SOBRE LAS FINANZAS INSTITUCIONALES

La optimización administrativa y gerencial es una de las metas de la agenda de desarrollo *Diez para la Década*. La eficiencia administrativa constituye, pues, uno de los ejes principales de la gestión universitaria. Por ello, el manejo recto y prudente de las finanzas institucionales ha sido una de las líneas de acción invariables de la administración universitaria. La operacionalización de *Diez para la Década*, por ejemplo, ha servido para reencauzar recursos hacia las áreas prioritarias de las metas estratégicas acordadas. Medidas de previsión y cautela adoptadas han generado economías internas considerables. En total, desde 2003 hasta el presente, la Universidad ha generado economías internas ascendentes a $103 millones sin afectar el desarrollo de su oferta y servicios educativos.

Según hemos discutido previamente, la situación fiscal del Estado requiere de todos nosotros afinar y atezar aún más el uso de los recursos financieros y su juiciosa administración. Es necesario atender todos los reglones de gastos para lograr economías tanto al corto como al mediano y largo plazo. En consideración a lo anterior, se emiten las siguientes directrices aplicables a todas las unidades del sistema de la Universidad de Puerto Rico:

1. **Parque móvil de la Universidad y sus unidades:** De conformidad con la Política Energética aprobada por la Junta de Síndicos (Certificación Núm. 9, 2008-2009), la Universidad fija como uno de sus objetivos prioritarios la reducción del consumo de energía y su costo por la utilización de vehículos de motor. A estos fines, se dispone:

    a. Se procederá a revisar el parque móvil en las unidades con el propósito de reducir un 30% el número de vehículos de motor que utilizan para el final del año fiscal 2008-2009. Este objetivo se medirá partiendo del número de vehículos de motor existentes en la unidad el 1ro de julio de 2008:

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    b. En la selección de vehículos para ser mantenidos o declarados excedentes en el parque móvil, se tomarán en consideración los siguientes criterios:

        i. los criterios existentes en el Reglamento para la adquisición, uso y control de vehículos de motor;
        ii. años de uso;
        iii. consumo de combustibles;
        iv. deterioro físico; y
        v. gastos de mantenimiento incurridos para cada unidad vehicular.

    c. Se deberá explorar convertir los vehículos de motor para que operen con gas propano, en lugar de gasolina o diesel.

    d. Se ratifican, además, las disposiciones incluidas en la circular R-0809-09: Disposición de Vehículos de las Unidades del Sistema Universitario.

    e. La Universidad de Puerto Rico no adquirirá vehículos de motor de clase alguna en lo que resta del año fiscal 2008-2009 y en adelante. Cualquier excepción a esta directriz será presentada con la justificación de la necesidad del servicio para la evaluación y autorización de la Oficina del Presidente. Los Rectores y Rectoras se asegurarán que sus unidades institucionales completen la evaluación de su parque móvil, según lo aquí dispuesto.

2. **Compras, arrendamientos y sustitución de equipo:** En el renglón de adquisición de equipos no vinculados a la docencia e investigación se tomarán las medidas para implantar una reducción de al menos 20% durante el presente año fiscal. Se someterá a un escrutinio riguroso la evaluación de las necesidades de compra de equipos. Podrán delegar esta función al Decano de Administración. Las solicitudes serán evaluadas y autorizadas tomando en consideración el efecto de esta inversión en el mejoramiento y la continuidad de los servicios institucionales. Se excluyen de este proceso las transacciones que afecten fondos externos y para las cuales exista una aprobación previa y un plan del uso por la agencia o donante.

En casos de sustitución de equipo se deberá determinar hasta qué punto es necesaria o imprescindible la sustitución, o si mediante la utilización óptima de otro equipo existente puede mantenerse el mismo nivel de servicio. Esta directriz es independiente de la directriz número 1 relativa a vehículos de motor.

R-0809-14
SEÑORAS RECTORAS Y SEÑORES RECTORES
Página 3
14 de enero de 2009

3. **Gastos de relaciones institucionales:** En este renglón cada unidad implantará una reducción del 20% en el año fiscal en curso. Las Certificaciones Núms. 190 y 191, 2002-2003, de la Junta de Síndicos y las Cartas Circulares de la Oficina de Finanzas número 06-02, de 29 de agosto de 2005, y número 06-10, de 10 de marzo de 2006, proveen el marco de referencia y los procesos específicos para incurrir en estos gastos.

4. **Pagos por transferencia electrónica:** Los Rectores y Rectoras de las unidades institucionales, en coordinación con el Director de Finanzas de la Administración Central, tomaran las medidas necesarias para atender de forma electrónica los siguientes pagos:

   a. **Pagos de Becas:** A partir del primer semestre del año fiscal 2009-2010 todos los pagos de becas a estudiantes se deberán realizar mediante pagos electrónicos o depósitos directos, sin necesidad de la expedición de cheques.
   b. **Pagos de Salarios:** Antes de que termine el presente año fiscal, al menos el 90% de los empleados debe recibir su salario mediante pago electrónico o depósito directo, sin necesidad de la expedición de cheques. Además, todo empleado que reciba su salario por dichos medios y que tiene asignada una computadora y un correo electrónico en la Universidad, será notificado por ese medio con la imagen digital de un talonario, sin necesidad de imprimir y distribuir en papel.
   c. **Pagos a Suplidores:** Asegurar el mecanismo de pago electrónico a suplidores como parte de los acuerdos de adquisición y arrendamiento de bienes y servicios, incluyendo los pagos a los contratos de servicios profesionales.

Las presentes directrices son de cumplimiento estricto y aplicarán a todas las unidades, incluyendo la Administración Central, con efectividad inmediata.

Cordial saludo.

Appendix 2.9: Summary of UPR-RP Student Survey Results

Prepared by

Annette De León Lozada, Planning and Institutional Effectiveness Coordinator

Zulyn Rodríguez Reyes, Institutional Research Coordinator

June 7, 2015

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Summary of UPR-RP Student Survey Results

Introduction

During the period 2005-2016, the UPR-RP has maintained an ongoing effort to obtain feedback from undergraduate and graduate students across the campus. Findings from various student surveys have provided an overview and more clear understanding of our students' experiences, satisfaction, challenges, achievements and expectations. This report includes a summary of survey data findings that have supported decision-making toward projects and improvements undertaken by our strategic plan Vision University 2016 and the monitoring of the established strategic indicators.

The UPR-RP administers various student surveys to support the assessment process by gathering baseline data, identifying areas for improvement, and tracking progress over time. The UPR-RP relies on results from the Freshmen Profile Questionnaire, Senior Exit Surveys and four standard instruments used by many institutions of higher education. These instruments provide distinct types of information about students' educational experiences, opinions, and the challenges that they have faced. Their use allows the impressions of undergraduates as well as graduate students to be systematically considered in our assessment process.

Freshmen Profile

The creation of a freshman profile is an important resource for institutional assessment at UPR-RP. The analysis of profile information has supported institutional renewal by drawing attention to issues that deserve consideration in planning.

Freshmen Database. From 2005-06 to 2014-15, more than 21,000 high school graduates chose the UPR-RP as the university where they would begin their undergraduate careers (see Table 1). As explained below, the analysis of demographic information about our students suggests that compliance with our mission may require that the institution recognize the importance of maintaining a percentage of male students on par with that of the general population. The other group of students that is slightly underrepresented is students who attended public schools.

- Male Students: Historically, the entering freshman class has been predominately female. Between the academic years 2009-10 and 2011-12 there was a slight increase in male

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students, from 37.1% to more than 38%. In contrast, the Bureau of the Census statistics show a decrease in the male population of Puerto Rico in 2000 (48.1%) and 2010 (47.9%).

- Students from Public High Schools: On average, 40% of the incoming class come from public schools. A possible explanation for this is the UPR-RP's location at the metropolitan area characterized by a proliferation of private schools, many of them near the institution. For AY 2013-2014, 56% of students from the UPR System's incoming class had graduated from public high schools and 44% from private high schools. The UPR-RP's incoming class does not reflect this same distribution given that 40% of these students come from public high schools and 60% private high schools.

Table 1

UPR-RP Freshmen Profile Data

Variable	2005	2006	2007	2008	2009	2010	2011	2012	2013
n	2,433	2,384	2,725	2,817	2,868	2,287	1,747	2,021	2,236
Females	68.5%	65.4%	66.4%	66.5%	62.9%	62.6%	61.1%	61.2%	61.7%
Public high school	46.4%	42.1%	40.9%	39.5%	40.8%	36.9%	36.5%	39.8%	39.6%
Age: 18-19 years	57.9%	60.1%	62.1%	63.6%	65.0%	64.9%	66.7%	64.8%	66.3%
Both parents high school or less academic preparation	12.2%	7.9%	6.5%	5.9%	6.9%	4.0%	3.0%	2.7%	3.2%
CEEB Average Score - Academic Achievement in Spanish	545	544	556	561	568	566	566	574	565
CEEB Average Score - Academic Achievement in English	578	589	588	590	588	596	608	605	591
CEEB Average Score - Academic Achievement in Mathematics	599	602	603	593	599	602	609	613	600
CEEB Average Score - Academic Aptitude in Mathematic Reasoning	603	605	607	609	607	613	613	618	600
CEEB Average Score - Academic Aptitude in Verbal Reasoning	584	589	591	592	590	601	604	602	591
High School Grade Point Average (GPA: 4 points scale)	3.57	3.56	3.59	3.61	3.60	3.64	3.64	3.65	3.66
General Admission Index (IGS)	309	310	312	313	312	316	317	318	314

Source: SAGA (MT-OFICIAL_NRG), OPEP.

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In addition, results of the College Entrance Examination Board's (CEEB) Program of University Admission and Evaluation are useful for establishing a baseline for the evaluation of student learning outcomes. These indicate that scores and GPA averages from 2011-12 to 2013-14 incoming classes were higher than in previous periods. This clearly shows UPR-RP's commitment to recruiting students with outstanding academic achievement and aptitude. This observation was made on the data included in Table 1.

Freshmen Profile Questionnaire. Results from Freshmen Profile Questionnaire (FPQ) provide data that the UPR-RP systematically monitors as part of its institutional assessment plan. The information this questionnaire provides is useful because it reveals shifts across cohorts. Recognizing how these shifts relate to learning opportunities at the undergraduate level facilitates institutional changes that will support students in areas that they have identified as areas of weak preparation.

Approximately 75% of the students who participated in the 2005 FPQ study reported they had adequate or substantial familiarity with the use of computers. This percentage increased dramatically by 2010 (90%). However, about 53% reported deficiencies in three skill areas: the use of libraries and written as well as spoken communication in English. Regarding the goals of incoming students, results show that more than 90% aim to prepare themselves in a particular profession and obtain a university degree. The majority of students aspired to increase their knowledge and technical skills (85.1%). These results have been paired with those of other assessment data.

Analysis of results from the Freshmen Profile Questionnaire has facilitated strategic interventions that will support student learning. Recently funds have been allocated for improvements in the area of technological equipment, databases, and related library resources. These acquisitions complement training activities and workshops on the use of library resources. Effective communication skills, including those in the English Language, have become a priority of the UPR-RP assessment cycle of student learning. In fact, curricular changes have been made to support those students with weak skills in English. Information about learning outcomes, and transformative actions related to the assessment of effective communication skills are presented in the UPR-RP 2015 Self-Study (see Standards 12 and 14, both of which are found in Chapter 6). Competence in technology and English are among the areas that students tend to prioritize as useful in their professional preparation.

Student Satisfaction Inventory and Adult Students Priorities

In Spring 2006 (*n* = 600) and 2009 (*n* = 777), the Noel-Levitz Student Satisfaction Inventory (SSI) was administered at UPR-RP. Comparison of the ratings from both of these years reveal that students indicated that the following areas were both "highly important" and areas in which they were "highly satisfied": excellence of instruction, valuable course content, campus commitment to academic excellence and racial harmony, tuition paid as a worthwhile investment, institution's good reputation, knowledgeable faculty members and availability after class and during office hours, and the university experience as one that promotes intellectual growth and makes it enjoyable to be a student on campus.

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The UPR-RP's SSI results improved for 2009. At that time, students also recognized the following as strengths: the variety of courses provided on campus, a more informative campus website, and the provision of adequate computer labs and library resources.

Students reported the following as challenges and areas of low satisfaction: registration conflicts, including the unhelpfulness of its personnel; security issues in campus facilities, including in parking lots and emergency responses; classroom and restroom conditions; campus maintenance; course placement procedures, services and concern for students as individuals.

The 2009 Noel-Levitz Adults Students Priorities Survey (ASPS) was administered to UPR-RP graduate students (*n* = 412). Similar to results reported by undergraduate students, graduate students expressed high satisfaction with instructional effectiveness and identified the following as areas of strength: the quality of instruction, course content, institution commitment to academic excellence, and knowledgeable faculty members and graduate program coordinators. Another area of strength was the non-teaching staff of graduate programs, who were described as caring and responsive to students' needs. Tuition cost and variety of payment plans for graduate students were also recognized as strengths. Students highlighted the UPR-RP's good reputation as an institution of higher education.

In contrast, graduate students described the registration processes and related problems, security issues, and limited hours (for administrative offices and student services) as institutional challenges.

SSI and ASPS address students' concerns and priorities. The results of these surveys, as well as other institutional studies and feedback strategies, served to identify areas of needed improvement that were targeted for planning and improvement from 2008-09 to the present.

National Survey of Student Engagement

Findings from the National Survey of Student Engagement, which was administered in 2009, reveal that 78% of first-year students feel that the institution places substantial emphasis on academics. Moreover, nearly 80% of these students stated that they frequently discussed readings or ideas from coursework outside of class. High percentages of these freshmen indicated that by the end of their first year they had already completed the following analytical exercises:

- Analyzing the basic elements of an idea or theory (88%)
- Applying theories or concepts (81%)
- Synthesizing and organizing ideas (79%)
- Memorizing facts, ideas, or methods (75%)
- Making judgments about the value of information (69%)

Over 60% of participating students reported that they frequently engaged in the following activities:

- Working with other students on assignments outside of class (67%)
- Reading more than ten assigned books and packs of course readings (66%)

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- Working with other students on in-class projects (65%)
- Writing a paper more than twenty pages in length (61%)

By their senior year, 52% of students had participated in some form of practicum, internship, field experience, co-op, or clinical assignment; 81% had at least occasionally discussed career plans with a faculty member; and 94% indicated that they would choose this school again if they could start their college career all over.

Comparing these results with those from 2006 NSSE results, shows that the UPR-RP has made substantial improvement in the five areas included in the survey (See Table 2). Although these are areas in which students' responses fell short of institutional expectations, both in 2006 and 2009. The 2006 NSSE results have led the administration to increase budget allocations to projects and initiatives that promise to strengthen student-faculty interaction and those that enrich educational experiences.

Table 2

Benchmark scores NSSE results for UPR-RP: 2006 and 2009

Student Engagement Themes	First-Year Students		Senior Students	
	NSSE 2006	NSSE 2009	NSSE 2006	NSSE 2009
Level of Academic Challenge	55.7	60.6	57.4	61.9
Active Collaborative Learning	40.8	50.7	49.3	55.0
Student-Faculty Interaction	24.0	32.0	31.8	37.9
Enriching Educational Experiences	21.6	25.3	33.3	37.0
Supportive Campus Environment	53.6	55.1	51.8	54.8

Senior Exit Survey

The UPR-RP Senior Exit Survey (SES) is a brief survey of the level of satisfaction among graduating students. It documents opinions about their educational experience on our campus, their opinion about the contribution that institution makes to the development of key skills mentioned in the UPR-RP Mission, and their immediate plans, among other variables. From 2004 to 2015, seven face-to-face SES surveys have been conducted, with an average annual participation of 1,400 students.

Recent SES data offers encouraging results. In general terms, the SES results point to two main findings. These indicate that educational experiences at UPR-RP have succeeded in:

- Enhancing students' personal experiences.

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- Developing key skill areas defined in the UPR-RP Mission and our baccalaureate graduate profile.

This survey shows that remarkable progress has been made in all priority areas. There is only one key skill area that remains relatively similar to the 2007 level: graduate students' oral communication in Spanish. In addition, the comparison of results from 2006-07 and 2013-14 results shows that almost all UPR-RP SES results have improved over time. This is the case for both undergraduates and graduates (See Table 3).

Table 3

Percentage of Graduating Students Satisfied or Very Satisfied with Development in Key Skill Areas

UPR-RP Mission[1]	Undergrad. Exit Profile Skill[2]	Key skill area	Undergraduate		Graduate	
			Senior Exit 2007	Senior Exit 2014	Senior Exit 2007	Senior Exit 2014
1	3, 5, 6	Knowledge in area of specialization (major)	88.1	92.2	90.3	93.0
1	1, 8	Capacity for reflective and critical thinking	91.0	94.7	87.3	92.6
1	2	Oral communication in Spanish	86.5	89.3	86.7	86.1
1	2	Writing skills in Spanish	80.8	85.9	81.3	84.2
1	2	Oral communication in English	57.6	69.4	44.3	64.0
1	2	Writing skills in English	54.1	69.4	44.4	61.5
1	1, 9	Social responsibility	78.2	85.5	78.8	86.6
2, 3, 4, 5	3, 7, 11	Research and creation	70.8	81.2	83.6	90.9
1, 3	4	Logical reasoning in Mathematics	57.8	65.9	53.4	67.5
1, 3	4	Statistical skills	48.9	58.3	53.8	64.7
2, 3	4, 10	Technological skills	64.0	71.9	67.9	77.3
3	1, 5	Capacity for independent study	82.7	88.9	82.2	91.8
1	1, 4	Personal development	88.5	92.6	84.3	92.9
4	9	Capacity to comprehend and evaluate reality from an international perspective	76.7	87.8	74.2	86.1
1	1	Capacity for ongoing (lifelong) learning	85.6	91.3	82.8	89.8
2, 4, 5	9	Capacity to understand and evaluate Puerto Rican reality and contribute to its improvement	77.1	87.8	79.4	86.1
1	6, 10	Integral vision of knowledge	83.2	89.2	81.2	89.9
1	10	Search, effective management, and ethical use of information	81.8	90.5	83.2	90.4
1	11	Teamwork	80.8	83.8	77.4	85.4

[1] Mission of the Río Piedras Campus, University of Puerto Rico, Certification 67, 1989-90, Academic Senate, UPR-RP.

[2] Graduating Student Profile, Certification 46, 2005-06, Academic Senate, UPR-RP.

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Undergraduate students most notable percentage increases are in two areas: written and oral communication skills in English and the capacity to understand and evaluate Puerto Rican reality and contribute to its improvement. Research and creation is another area of improvement documented at the undergraduate level.

Among the graduate level, students' answers suggest the highest percentage increases are in four areas: written and oral communication skills in English, logical reasoning in mathematics, and skills in statistics. Comprehension and evaluation of reality from an international perspective is a key area in which stronger learning outcomes are also evident.

Conclusion

The UPR-RP recognizes student learning as a fundamental component of institutional effectiveness. Moreover, as shown in Table 3 and in our discussion of student surveys, it has consistently relied on various instruments to evaluate overall performance in this area. The institution has taken close note of areas in which students' responses fell short of institutional expectations. Lower satisfaction were reported in the areas related to administrative processes and infrastructure. Consequently, the student surveys results, alongside other data, have led the administration to increase budget allocations to projects and initiatives that promise to strengthen student-faculty interaction and those that enrich educational experiences. Among the projects that have been launched in these areas are student conferences and literary competitions for first-year students in the College of General Studies (e.g., in the Departments of English and Social Sciences) and student research and a faculty mentorship programs organized by our Title V program Undergraduate Initiatives for Undergraduate Research and Creative Activity (iINAS in Spanish). Recent survey results demonstrate that our campus has succeeded in enhancing students' personal experiences and developing key skill areas that are defined in the UPR-RP Mission and our graduating student profile.

Recinto de Río Piedras
Universidad de Puerto Rico

CERTIFICACIÓN NÚM. 021, 2004-2005

Yo, Aurora M. Sotográs Saldaña, Secretaria Ejecutiva de la Junta Administrativa del Recinto de Río Piedras de la Universidad de Puerto Rico, **CERTIFICO**:

Que, mediante reunión ordinaria celebrada el 20 de agosto de 2004, este organismo consideró e impartió su aprobación al *Plan de Assessment de la Efectividad Institucional* presentado por el Decanato de Asuntos Académicos.

Y, para que así conste, y para remitir a las autoridades correspondientes, expido la presente certificación en Río Piedras, Puerto Rico, a los treinta días del mes de agosto del año dos mil cuatro.

Aurora M. Sotográs Saldaña
Secretaria Ejecutiva

University of Puerto Rico

Río Piedras Campus

Deanship for Academic Affairs

INSTITUTIONAL EFFECTIVENESS ASSESSMENT PLAN
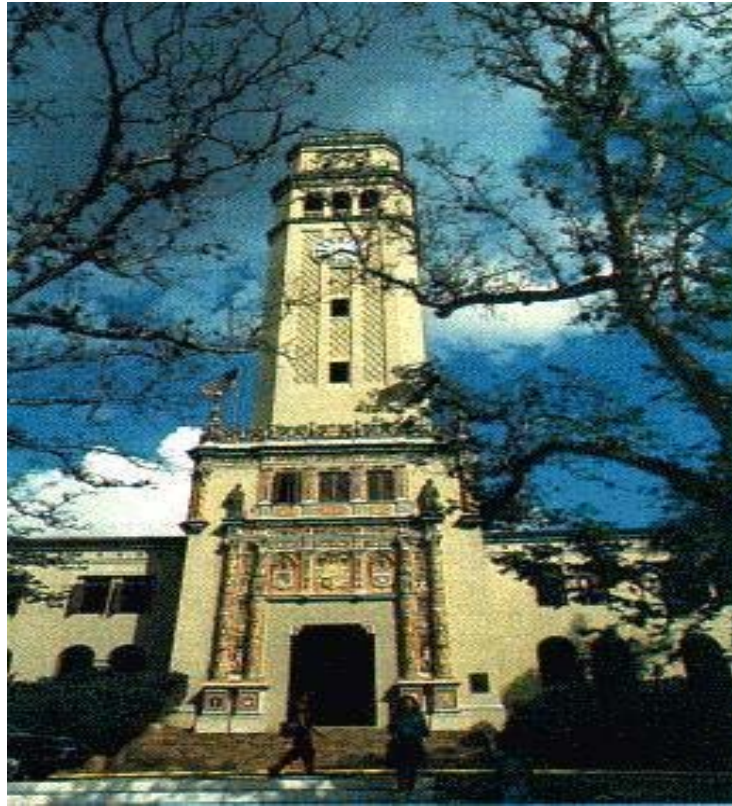
Institutional Effectiveness Assessment Plan Development Committee

Approved by:
Administrative Board
August 20, 2004

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Introduction

In order to attain their goals, institutions–among them institutions of higher education–require constant, systematic attention. Only in this way can decision-making, the development and coordination of strategies, and planning be strengthened by a knowledge of the current state of the institution vis-à-vis the goals and objectives the institution proposes to achieve. On the University of Puerto Rico's Río Piedras Campus, as we turn our attention to the institutional goals set forth in our mission statement and to the projects set forth in the Strategies for Action Plan (PLEA, for Spanish acronyms) and as we consider the progress we have achieved in implementation and evaluation of the PLEA, we reiterate and operationally manifest our commitment to quality, excellence, and ongoing improvement. This firm commitment has guided us in the development of a coordinated, systematic, and broad-spectrum approach that culminates in the Plan for the Assessment of Institutional Effectiveness (PAEI) that has been formulated to aid in the pursuit of the Campus mission.

For the purposes of this plan, "assessment of institutional effectiveness" is defined as a systematic, coordinated, and ongoing process made possible by the gathering, analysis, and interpretation of data obtained, in turn, from many sources. Study (assessment) of this data allows the Campus to determine to what degree we are attaining our mission and goals. Assessment enables the institution to examine not only our achievements but also the processes and experiences that have led to these achievements; likewise, it enables us to see and address the factors that have limited our achievements—and all this makes it possible for us to generate strategies that lead to continued and continuous improvement.

Since 1988, the Río Piedras Campus has made considerable strides in infrastructure and other bases necessary for developing and implementing a Plan for the Assessment of Institutional Effectiveness. We have made notable progress in a number of activities involving assessment of the Campus's functioning, particularly in the sphere of academic programs. The plan set forth in the pages that follow takes as its point of departure the Campus mission statement, and it is framed within the PAEI. Its principal goal is to strengthen student learning, research and creative activity, and service by:

integrating and systematizing the Campus's existing assessment processes;

broadening the scope of these processes and increasing the degree of participation in them by the university community; and

promoting and encouraging the use of assessment outcomes in the formulation and revision of strategic plans and development plans by both individual units and the Campus as a whole.

This document summarizes and represents contributions, reactions, and suggestions that emerged from a taskforce composed of twenty members of the Campus's university community chosen on the basis of one of two criteria: their close and ongoing relationship with each of the institution's areas of functioning, or their work within the Office of Academic Planning (OAP) or the offices of the deans of Academic Affairs (DAA) or Graduate Studies and Research (DGSR), all of which offices have been constantly working on these issues. (See Appendix 1, Members of the Committee.)

The implementation structure incorporates a Special Committee of the Academic Senate, which will regularly receive reports on institutional assessment indicators, interpret those reports in the light of the Campus's academic goals, assess their relevance, and disseminate its findings to the Academic Senate and the Campus

community as a whole. In addition, the Administrative Board will receive periodic reports on assessment findings. Thus, the Plan is to be integrated into already-existing Campus decision-making and strategic and academic planning processes, as well as into the budgeting process.

With this plan it is the Campus's intention to strengthen the foundations necessary for fulfilling the commitment set forth in the PLEA to attain "an institutional system for support, follow-up, and ongoing evaluation of the implementation of the Strategic Plan." Likewise, and especially via the Learning-Assessment Plan, the Campus hopes to encourage and implement ongoing discussion that we are convinced will generate the strategies required for attaining the learning, research, and service objectives that distinguish our particular place in the Island's educational structure.

Some phases of the plan are already in place systematically, while others are in a stage of development or implementation. The Campus is open to new initiatives, as well; in 2004, for example, planning began on a process to be used in assessing academic-support units, a process that will be expanded once the first two assessment cycles projected in the implementation schedule have been completed. In addition, we contemplate adding a component of assessment from the perspective of the outside community. One essential aspect of the Plan is the periodic evaluation of its own implementation, scope, and effectiveness.

The Plan for the Assessment of Institutional Effectiveness was approved by the Administrative Board on August 20, 2004.

Reactions to this plan are welcome, and may be sent to c_escalera@rrpadm.rrp.upr.edu

Background

Institutional profile

The Río Piedras Campus is the oldest and largest unit in the University of Puerto Rico system. It has the largest number of, and most diverse, academic offerings in the system; many of its programs are unique on the Island and in the Caribbean. In addition, the number of doctoral-level offerings and the number of graduates from these programs have earned it the Carnegie Foundation for the Advancement of Teaching's designation as an "Intensive Research Doctoral Institution." The Campus received its first accreditation from the Middle States Association in 1946, and it has been reaccredited consecutively since that date.

According to data contained in the Inventory of Academic Offerings prepared by the Statistical Analysis section of the Office for Academic Planning (OAP, 2003), degrees are granted in a total of 14 doctoral programs; 53 specialties at the masters level; one Juris Doctor (first professional degree in Law); 78 undergraduate programs; one graduate certificate, three post-masters and four post bachelor certificates for a total of 154 academic programs.

These programs provide offerings to an enrollment in 2003-2004 of 21,909 students, 81.5% at the bachelors' level; 773 in doctoral programs, 2,525 at the master's level; 731 first professionals and 30 in post baccalaureate certificate programs.   In 2003-2004 the Campus granted 2,988 bachelors degrees; and a yearly average, during 2000 to 2003, of 64 doctorates and 151 first professionals. The Division of Continuing Education and Professional Studies, the oldest such program on the Island and the program providing the greatest variety of offerings, serves more than 9,000 students each year, including both Campus enrollees and members of the general community (2002–03). This wide variety of academic and professional offerings makes the Río

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Piedras Campus one of the most sought-after and complex units in the Island's system of higher education.

Campus mission

The mission statement was approved by the Academic Senate on March 15, 1990 (Academic Senate Certification 67, 1989–90). This certification states that the mission of the Río Piedras Campus is:

1. To foster the integrated education of its students through programs of study which promote intellectual curiosity, the capacity for critical thinking, constant and ongoing learning, effective communication skills, an appreciation for and cultivation of ethical and aesthetic values, involvement in Campus governance, and a sense of social awareness and responsibility.

2. To provide graduate education of the highest quality whose key elements are research and creative activity and which strengthens undergraduate education, and to provide post-baccalaureate programs for the education and training of professionals of the highest caliber, persons committed to the ideals and values of Puerto Rican society.

3. To provide an undergraduate education of excellence, one which offers students a unified vision of knowledge that brings general education and specialization into harmony, and to foster in students a capacity for independent study and research.

4. To develop teaching and research skills; to promote participation in the life of the community as well as service to community; to promote respect for the historical and social conditions of Puerto Rico, taking into account its Caribbean and Latin American surroundings yet reaching out into the international community; to enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, history, language, and culture; at the same time, to foster the growth and dissemination of knowledge at an international level.

5. To develop innovative, relevant programs of research, community service, and continuing education which will support and contribute to the Campus's academic

and professional activity, and which will also contribute to the transformation and continuing progress of Puerto Rican society, to the analysis of the Island's socioeconomic and political problems, to the formulation of solutions to those problems, and to the improvement of the quality of life.

Strategies for Action Plan

To channel the Campus's efforts in fulfilling this mission, the Campus developed the Strategies for Action Plan (PLEA; see Appendix 2). This plan was approved by the Academic Senate on October 16, 1997, and by the Administrative Board on November 14 of that same year. It will be in effect through 2006, at which time we anticipate that it will have been revised and updated. The plan is a guide for short- and long-term planning, for decision-making, and for setting priorities in resource assignment, as well as for developing satisfactory and appropriate measurements of achievements and effectiveness.

The PLEA identifies six priorities or "strategic areas" which, in turn, are subdivided into 11 "key areas." During the past few years, the Campus's efforts and initiatives have been largely determined by the strategic areas, to wit:

- Research and Academic Programs

- Teaching Resources and Information Technology

- Student Body

- Administration and Physical Facilities

- Relations with the Community

- Assessment

The key areas are the following:

- Knowledge

- Graduate programs

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- Undergraduate programs

- Faculty

- Information technology

- Student life

- Organizational quality

- Physical facilities

- Graduates/ Continuing education

- Contributions to the community

- Evaluation of the plan

Assessment initiatives on the Campus

Since 1988, one of the Campus's highest priorities has been following up on the attainment of the goals and objectives set forth in the PLEA. Evidence of this priority is the interrelated network of processes set in motion and actions taken in an effort to establish the foundations for a Plan for the Assessment of Institutional Effectiveness that will encourage planning, informed decision-making, and evaluation of Campus achievements. These actions are the following:

1998 Indicators of Institutional Effectiveness (institutional performance): The Office of Academic Planning (OAP) initiated a project aimed at developing indicators of institutional performance. Thirty-three measurements were developed for ten indicators closely linked to the PLEA's strategic areas. Some of these indicators were chosen to be included in the monthly Institutional Assessment Reports to the University Board.

Alignment of the annual reports with the PLEA goals: Since 1998, each academic and administrative unit has prepared an annual report that follows uniform guidelines and has a uniform outline whose main heading-entries corres-

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pond to the PLEA strategic areas. The structure and format of this report is reviewed each year, so that it can serve as appropriate, relevant documentation of the Campus's efforts, activities, attainments, and achievements, with emphasis on the strategic areas. Currently, the report is prepared in an electronic format, which allows it to simultaneously feed into the OAP databases.

Center for Academic Excellence (CAE): The Center, under the administration of the Office of the Dean of Academic Affairs (DAA), was created during the process of conceptualizing the learning-community policy, and it was seen as contributing to the pursuit and furtherance of that policy on the Campus through activities and experiences aimed a facilitating and enriching the teaching-learning processes. Since its inception, the CAE has been conceived as the nucleus of a network of efforts aimed at faculty development in the areas of teaching-learning, assessment, technology, oral and written communication skills (in both Spanish and English), and university-community relations, thereby contributing to the strengthening of a culture of assessment on the Campus. Some of the many activities organized by the CAE contributing to the Campus's assessment efforts are the following:

- Summer Institutes 1999 and 2000: Study of teaching activity in the classroom.

- Summer Institutes 2001, 2002, and 2003: Assessment and evaluation of academic programs.

- Workshop cycle: How to prepare a learning-assessment plan for a department (January 26–2, 2004).

- Workshop cycle: Learning-assessment plan (February 27, March 5, March 12, 2004; September, 2004).

1999 Learning Community: In 1999, the Campus declared that it would seek by every means possible to conceive itself to be, and to be in fact, a *learning community.* This term means that "the actions and functions of the university, including research, [are conceived] as a dynamic teaching-learning process which is expressed in many manifestations. Its purpose is to offer all the members of the Campus community the opportunity to learn, and it commits the Campus to create administrative structures that facilitate and encourage ongoing exploration and openness to change." One of the recommendations stemming from this policy is that a system of ongoing assessment from the standpoint of learning be developed. Thus, this policy lays the foundation for the assessment of learning and of institutional effectiveness.

Design and commencement of a systematic evaluation of the academic programs: With U.S. Department of Education Title V funds, the DAA and the OAP began developing a project to evaluate the undergraduate academic programs. A committee was created to coordinate this project (Institutional Committee for the Systematic Evaluation of Academic Programs—ICSEAP) and personnel from the OAP were assigned to it as support staff. The purpose of this project is to institutionalize the systematic evaluation of undergraduate programs as a fundamental element in the general assessment of institutional effectiveness. (See Appendix 3.)

2000 Inception of the SAGA system (Academic-Administrative Management Support System): The OAP received Title V funds to create a data warehouse to be used for assessment, institutional research, program evaluation, support for generating academic policy, and follow-up on the achievement of objectives set

forth in the PLEA. As a result, the Campus has a fact book of student data which the public in general and academic managers may access electronically for follow-up and decision-making. The SAGA system continuously supplements the database with new data. To that end, variables have been added—some calculated and some from other sources, such as the units' annual reports and data on external funding from the Campus Office of External Funds. (See Appendix 4.)

2002 Definition of indicators and development of database for assessment reports to the University Board: On the basis of definitions provided by the Vice President for Academic Affairs of the University of Puerto Rico system, several effectiveness indicators were defined for the Campus and databases were developed to aid in the production of institutional assessment reports to the University Board.

Indicators for the Campus's Institutional Assessment: Between 2002 and 2003, the OAP sent seven reports per year to the University Board on various priority issues related to the Campus's institutional effectiveness; these were keyed to the PLEA and the University Plan. The University Board, in turn, sent the Campus Academic Senate a report on the system level. In 2004, one subject and one report were added.

Creation of an Academic Senate Special Committee to study the admissions process: In the Academic Senate meeting held on October 17, 2002, the Senate created a Joint Special Committee, composed of members of the Academic Senate's Student Affairs Committee and Academic Affairs Committee. This committee was charged with analyzing, interpreting, and incorporating into academic planning all statistics or indicators of quality

contained in the Assessment Report to the University Board relating to the subject of admissions. Currently, the Senate expanded its responsibilities so that the Special Committee has been made a Committee on Institutional Effectiveness, which receives and analyzes the Institutional Assessment Reports to the University Board and submits recommendations to the Senate as a whole. In this way the Senate has become an integral part of the assessment of institutional effectiveness and will be able to incorporate this information into academic decision-making and planning. The Senate Special Committee is comprised of the chair of the Senate Academic Affairs Committee, the Dean of Academic Affairs, one academic senator, and four student senators. In addition, the faculty representative to the University Board attends meetings as a liaison person. (Certification 44, 2002–2003, Academic Senate)

2003 **Evaluation of graduate programs**: The Office of the Dean of Graduate Studies and Research designed and began implementing a Plan to Evaluate Graduate Programs, among whose components is the participation of external evaluators. At the end of academic year 2003–04, seven programs had already completed their evaluation. (See Appendix 5.)

Student-Learning Assessment Plan: In May of 2003, the Office of the Dean of Academic Affairs created a committee charged with developing a Student-Learning Assessment Plan. This committee completed the design of the plan during second semester of academic year 2003–04. During the last decade, however, the Campus has implemented learning-assessment plans in several programs (B.S. in Social Work, the Graduate School of Information Science and Technology, and the College of Education). Planning is now underway for

beginning to disseminate the plan early in the first semester of 2004–05. The plan includes a five-year implementation schedule. (See Appendix 6.)

Creation of the Committee for the Assessment of Institutional Effectiveness: Likewise, the Dean of Academic Affairs created a committee charged with developing a plan for the assessment of institutional effectiveness that will include all the Campus's assessment initiatives and broaden their scope. The result of the committee's work is the plan included in this document.

Implementation of the requirement for unit and program development plans: The DAA created a guide to be followed by each academic unit and program in formulating a development plan tied to the PLEA and the Campus mission statement. The guide defines the development plan as the point of departure for academic decision-making and for the assessment of research and creative work, service, and learning, and indicates that it is to be an essential element in the implementation of those initiatives. Thus, a framework now exists that will enable each academic unit and program to formulate a development plan, which is one of the priority objectives set forth in the PLEA. Appendix 7 includes this Guide for the Development Plan, the fundamental elements of it, and an outline that summarizes the process to be followed in formulating the plan. The development plan incorporates assessment as one of its components as early as the point at which each program formulates its academic and other objectives; thus, it integrates assessment into the programs' and units' academic planning as a fundamental element. The need for evaluation of the plans themselves is also stressed. Some of the objectives sought during the process of generating development plans are:

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- to encourage an approach based on planning, assessment, and periodic evaluation,

- to put this approach into practice, and

- to employ the outcomes as a source of information for decision-making at all levels.

To that end, the Office of the Dean of Academic Affairs requires that all announcements of job openings and all recommendations for faculty recruitment submitted by the programs be based on the programs' development plans, and that the assessment outcomes be taken into account whenever the units are considering recruitment or hiring.

Institutionalization of the SAGA System and of the evaluation of undergraduate programs: In 2003, the DAA and the OAP evaluated the Campus's experience with the SAGA System and the evaluation of undergraduate programs. As a result, and in order to institutionalize these processes, in that same year the Campus requested funds (later approved) to hire one person in the OAP in the area of information systems. This person's main responsibilities are to keep the system, its databases, and the access processes up to date and to produce the reports and electronic portals for the various user purposes. Likewise, as a result of the evaluation of system utilization, the Guides for the Evaluation of Undergraduate Programs were revised and a new schedule was published. (See Appendix 4.)

2004 **Factum (system for gathering faculty achievement information)**: As a continuation of the process of creating needed databases, development was completed and implementation was begun on the electronic Factum system, which will help to facilitate institutional access to all available data on faculty

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productivity. The system allows each faculty member to access, edit, and display data on his or her achievements, such as for example academic degrees, publications, creative work, service activities, professional-improvement activities, external funding proposals, thesis direction, areas of interest, etc. (See Appendix 8.)

Institutional Research Plan: During the last decade, and as part of its yearly action plan, the Office of Academic Planning has been conducting several institutional studies on various matters of interest to the Campus. It has also given support to those units conducting studies as part of their assessment and evaluation processes. In 2004, as part of the agenda for systematizing the Campus assessment processes, the DAA and the OAP developed a research plan coordinated with the Plan for the Assessment of Institutional Effectiveness; this new plan will allow the Campus to periodically generate data needed for various components of the institutional assessment process. (See Appendix 9.)

Plan for the evaluation of research centers: The Office of the Dean of Graduate Studies and Research began development of an evaluation plan for the Campus's research centers, and is to begin implementation in August of 2004. (See Appendix 10.)

ASSESSMENT SYSTEM

All the initiatives outlined above have been undertaken as part of our commitment to institutionalizing systematic assessment and evaluation on the Campus. These processes, designed and executed as interlinked systems, form the Campus's assessment system. Institutional databases, available electronically, make assessment possible and begin the broad dissemination of effectiveness indicators at both an institutional and unit level. They provide a valuable ongoing instrument that enables
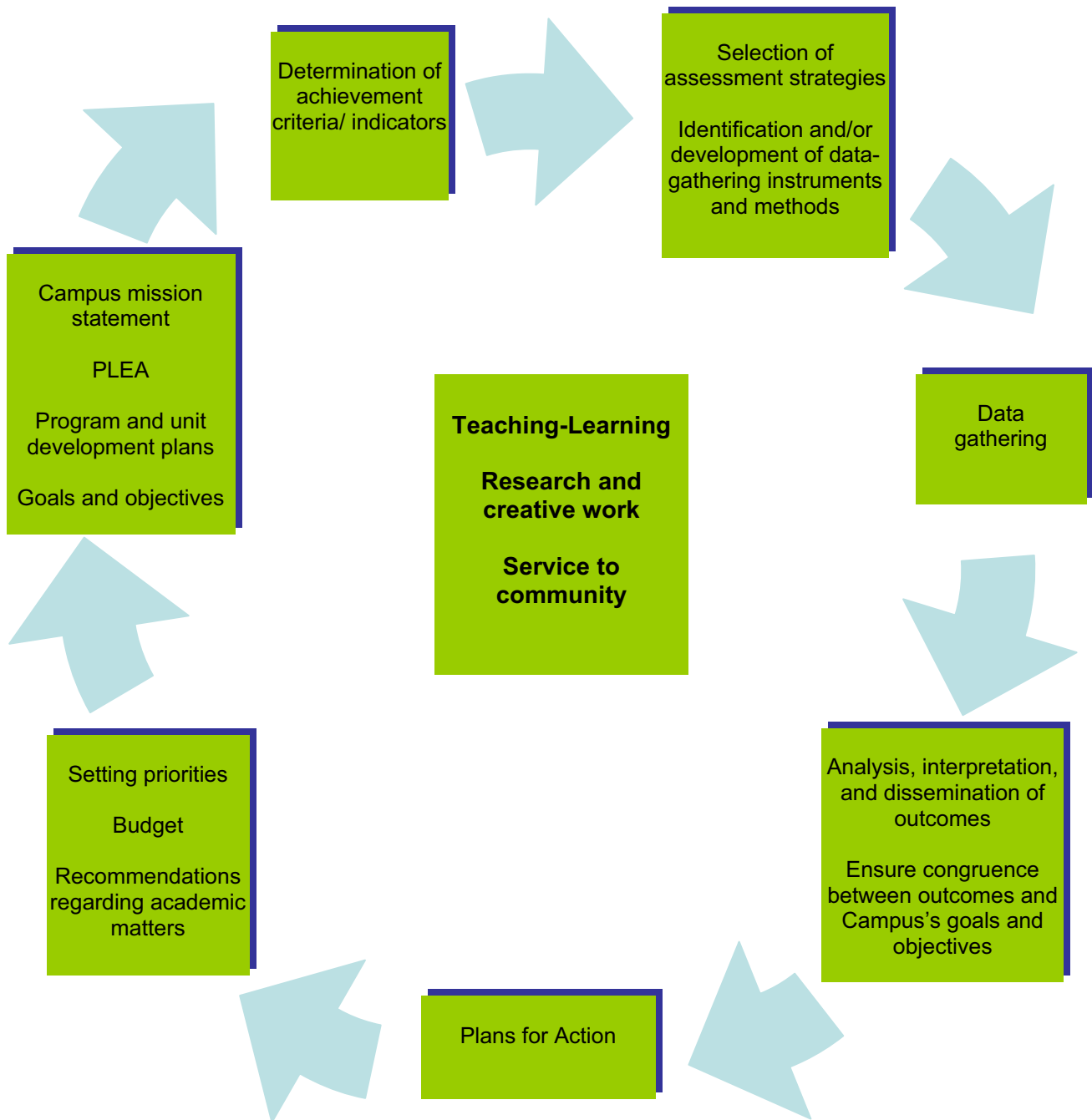
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academic and support units to reflect on the work they are doing and their future plans. Institutional research, reports, development plans, and evaluation processes, joined to the Student-Learning Assessment Plan, the Plan for the Evaluation of Academic Programs, and the Plan for the Evaluation of Research Centers, coordinated and carried out periodically, broadly disseminated and discussed, and incorporated into institutional planning, into the individual action plans, and into decision-making at all levels, constitute the Campus's system for the assessment of institutional effectiveness. The Institutional Assessment Plan is aimed at making not just feasible but also smooth and easy the systematic, effective functioning of that system.

In academic year 2003–04, assessment was expanded in the *teaching-support units and student-performance support units.*[1] The Campus has 45 units supporting teaching and student learning. (See Appendix 11.) For the purposes of the Plan, an interrelated group of support units was initially selected; overall, their main function is to support all the key areas of the PLEA. The plan presented in this document incorporates a schedule the support units are to follow as they develop and institutionalize their particular components of the effectiveness-assessment efforts, in keeping with the key areas and goals as contained in the PLEA. Thus, they are incorporated more closely into the effectiveness-assessment system.

The following diagram illustrates how the Campus's assessment and planning processes are interrelated. The focus of the system is the achievement of excellence in the Campus's three fundamental areas: teaching-learning, research and creative work, and service to the community.

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[1] I.e., units and programs supporting academic and research activity, service programs, and units responsible for administrative processes and physical facilities, hereafter referred to as "support units."

Effectiveness-Assessment Processes and
Their Integration into Campus Planning

Determination of achievement criteria/ indicators

Selection of assessment strategies

Identification and/or development of data-gathering instruments and methods

Campus mission statement

PLEA

Program and unit development plans

Goals and objectives

Teaching-Learning

Research and creative work

Service to community

Data gathering

Setting priorities

Budget

Recommendations regarding academic matters

Plans for Action

Analysis, interpretation, and dissemination of outcomes

Ensure congruence between outcomes and Campus's goals and objectives

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GUIDING PRINCIPLES OF THE CAMPUS'S ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Assessment of institutional effectiveness should:

a) be a systematic, coordinated, and ongoing process;

b) be based on the Campus's mission, goals, and objectives;

c) examine the Campus's effectiveness from the point of view of learning;

d) be geared toward improvement in processes and outcomes;

e) be inclusive, participatory, and collaborative: it should be fed by the input of a broad group representative of all the Campus's levels and units;

f) be linked to the regulations, norms, and processes currently in force, and contribute to development of a culture of assessment on the Campus;

g) make the unit itself responsible for the achievement of the objectives which the unit or program has set for itself;

h) utilize a number of direct and indirect measurements for the goals achieved;

i) utilize both quantitative and qualitative data relevant to the mission, goals, and objectives of both the Campus and the unit or program;

j) safeguard confidentiality of data;

k) lead to utilization of the outcomes that have emerged from assessment for the unit's and the Campus's planning and priority-setting; for prioritizing distribution of budgetary resources; and for developing plans of action;

l) set realistic goals and feasible schedules.

STRUCTURE OF THE ASSESSMENT PLAN

The Plan for the Assessment of Institutional Effectiveness (PAEI) focuses on improving processes and outcomes in accordance with the objectives of the Campus's key areas. It conceptualizes the assessment processes as taking place at two levels: the institutional level and the unit level.[2] The two assessment levels complement one another, and are integrated into the planning process. Analysis and evaluation of assessment findings allows the Campus to develop strategies and actions geared toward achievement of the programs' and units' goals and objectives and, at the institutional level, achievement of the goals set forth in the Campus's mission statement and Strategic Plan. The indicators, databases, and institutional knowledge that is generated are means of measuring progress toward our goals. Appendix 12 shows how certain indicators, criteria, and assessment strategies relate to the institution's objectives in the key areas. This appendix will be added to as the units and academic programs establish their achievement indicators.

The Office of the Dean of Academic Affairs (DAA) is the unit responsible for implementation of the Assessment Plan on the Campus. To meet this responsibility, the DAA has three units under it—the CAE, the OAP, and the Office of Learning Assessment,[3] along with a Coordinator of Institutional Effectiveness Assessment who will be working in close collaboration with these offices.[4] The Office of the Dean of Graduate Studies and Research also coordinates, implements, and evaluates the evaluation of graduate programs and the evaluation of research centers.

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[2] "Unit" includes both academic units and teaching-support units.
[3] At the beginning of academic year 2003–2004, the DAA created the Office of Learning Assessment, and two professors were appointed co-coordinators.
[4] The main responsibility of his coordinator is liaison with support units.

The Coordinator of Institutional Effectiveness Assessment will have the following responsibilities:

- planning training workshops in assessment for teaching-support units and coordinating these activities with the CAE;

- orienting support units in the development and implementation of their assessment plan;

- following up with support units to ensure that implementation of their assessment plans is being carried out in keeping with the principles, guidelines, and schedule that have been established;

- keeping the dean informed as to the progress of implementation of the Plan for the Assessment of Institutional Effectiveness;

- coordinating the DAA's efforts aimed at strengthening the culture of assessment on the Campus;

- integrating the assessment findings from the support units and the institutional level, and preparing reports for the DAA;

- coordinating evaluation of the implementation of the Effectiveness Assessment Plan with the OAP and the Office of Learning Assessment.

The Office of the Dean of Academic Affairs, in coordination with the offices and units under that office who have been given the responsibility for implementing and following up on the processes, will submit reports each year to central administration, as required, including the Administrative Board. Assessment outcomes relating to the Campus's situation vis-à-vis its goals and objectives will be shared with the higher levels of the University System administration for their consideration and any necessary action.

Assessment at the Institutional Level

At the institutional level the assessment processes are under the direct responsibility of the DAA, the OAP, and the Office of Learning Assessment, who are charged with producing the findings and outcomes reports at the Campus level, along with their corresponding databases. The OAP will ensure that the databases and data files in the Campus's information system (SAGA, Factum, FACTBOOK) are up-to-date, easily accessible, and meet their principal objective of supporting assessment, institutional research, decision-making, and planning.

The strategies at this level are:

1. *Assessment Indicators: Campus, University Board, and Senate Special Committee, and integrating these findings into debates within the Senate and the units*

   Each year, as scheduled, the OAP will generate eight reports on effectiveness indicators to be submitted to the University Board, one for each of the following areas (see schedule in Appendix 13)[5]:

   - Admissions and Financial Aid

   - Inventory of Creative, Scholarly, and Research Work

   - Infrastructure for Teaching and Creative, Scholarly, and Research Work

   - Revision, Renovation, and Development of Academic Programs

   - State of Extracurricular Offerings

   - Assessment of Curricular Supply and Demand

   - Assessment of the Effectiveness of the Educational Process

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[5] These reports present Campus-level findings on indicators such as graduation rates; integration of technology; demand, distribution, and breadth of academic offerings; research and creative work; class size; drops and withdrawals, etc.
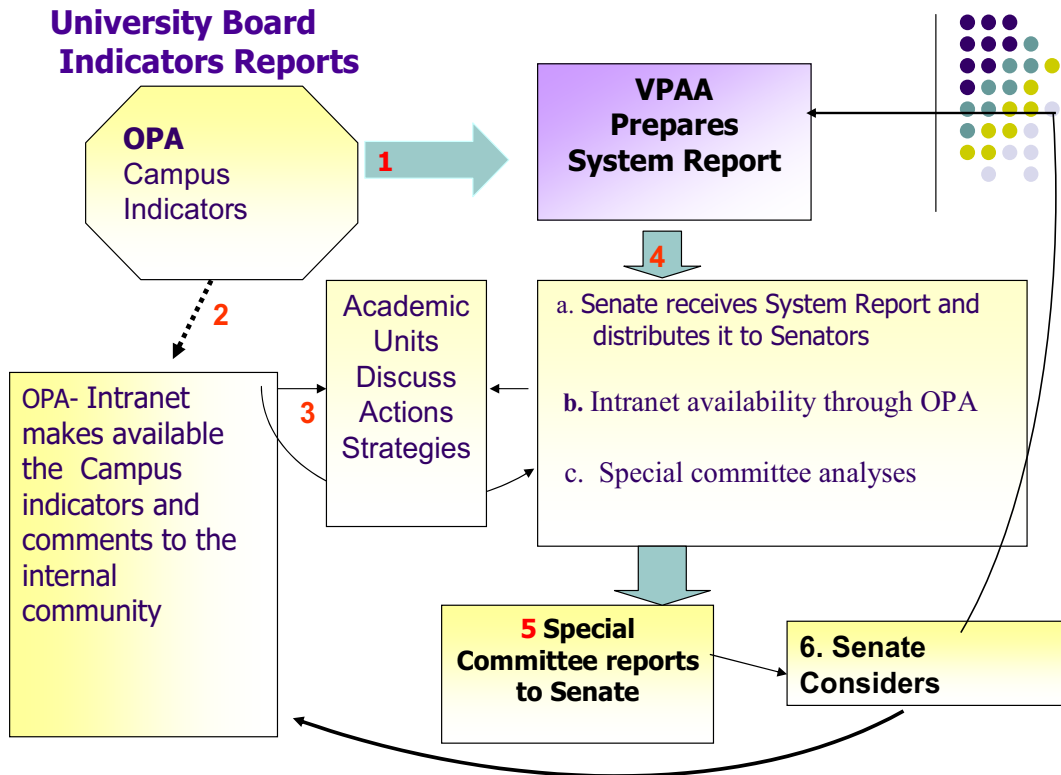
- State of the Infrastructure for Securing External Funds

Implementation of the Reports on Assessment Indicators submitted to the University Board

Each academic year, as scheduled, the OAP prepares and sends the Campus's reports to the Vice President for Academic Affairs (VPAA). For these reports it utilizes the updated databases on the various effectiveness indicators. The VPAA is responsible for preparing and sending to the University Board a System Report based on the reports from all the units, and the University Board, in turn, sends that report to the Senate.

It is the responsibility of the Senate Committee on Institutional Effectiveness to analyze and interpret the two reports from the point of view of the Campus and to submit a report to the Senate for its discussion and recommendations. The Campus report and the system report are made available through the intranet to deans and chairs for discussion and analysis at the unit level. These findings provide an opportunity to make a qualitative comparison to the rest of the system, and also to analyze trends and generate strategies for action. In order for all this to be feasible, the Senate Committee is charged with the following functions (see diagram below):

- studying, analyzing, and interpreting the reports on assessment findings;
- evaluating the effectiveness indicators that are being used, making recommendations on their relevance, and suggesting strategies and assessment indicators to address the areas of interest and those that may arise during implementation of the plan;
- submitting periodic reports to the Academic Senate, including recommendations on the areas evaluated.

**University Board
Indicators Reports**

OPA
Campus
Indicators

1

**VPAA
Prepares
System Report**

2

**OPA- Intranet
makes available
the Campus
indicators and
comments to the
internal
community**

Academic
Units
Discuss
Actions
Strategies

3

4

a. Senate receives System Report and
distributes it to Senators

b. Intranet availability through OPA

c. Special committee analyses

**5 Special
Committee reports
to Senate**

**6. Senate
Considers**

2. Institutional research done in the Office of Academic Planning (OAP)

The OAP will conduct institutional studies as mandated by the Institutional
Research Plan. As the studies are completed, the OAP will submit the reports to the
Dean of Academic Affairs. These findings will be shared with the units and
administrative levels (as subject-appropriate) for those units' and offices' discussion and
recommendations for action, and will also be published on the Campus webpage for
access by the Campus community. (See Appendix 9.)

*3. Requirement of an annual report from the academic units and support units, its
entries to be based on the PLEA strategic areas.*

The OAP will summarize the data included in the units' annual reports and
prepare a report that reflects the Campus's current situation vis-à-vis the PLEA's key

areas. The report will be sent to the Office of the Chancellor, and the chancellor's office and the deans will take the findings into consideration for institutional planning.

4. Programs' and academic units' Development Plans in accordance with the PLEA, to include assessment of the results of research and creative work, learning, and community service, and incorporation of that assessment into the planning process at and for various levels.

The academic programs and units will formulate their development plans in accordance with the PLEA, and will revise them in accordance with the assessment outcomes and program evaluations. The DAA will ensure that these outcomes and the goals and objectives adopted by the units or programs and the dean of the college are taken into consideration in all recommendations for academic affairs. The DAA will also follow up on the formulation and revision of the development plans. Graduate programs will be under the guidance of the DGSR in this process. (See Appendix 7.)

Strategies at the institutional level are designed to provide information on the institution's progress in achieving the broad goals and objectives delineated in the PLEA, which is based on the Campus's mission statement. These objectives also correspond to the standards used by the Middle States Association for its accreditation processes, thus freeing the Campus from duplication of efforts.

Assessment at the Unit Level

The academic and research units will conduct their assessment on the basis of the guidelines set forth in the Plan for the Assessment of Student Learning, the Evaluation of Graduate and Undergraduate Programs, and/or the Evaluation of Research Centers, as applicable. (See Appendices 6, 3, 5, and 10.)

Similarly, the academic-support and research-support units, the service programs, and the units responsible for administrative processes and physical facilities

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(support units) will prepare their assessment plans on the basis of their mission statements, which have been adopted in conformity with the Campus mission and PLEA priorities, and they will integrate their assessment plans into their development plans.

The support units will decide what mechanism they will use for channeling their members' participation in this process. In formulating their plan, the units will use the guidelines and format shown in Appendix 14. Once the plan has been formulated, each support unit will implement its plan according to the schedule that appears on page 31. The Coordinator of Institutional-Effectiveness Assessment will perform follow-ups throughout the process of development and implementation of the support units' plans.

RELATIONSHIP BETWEEN THE PLAN'S COMPONENTS

Campus Mission
PLEA
Plan for the Assessment of Institutional Effectiveness

Unit Level	Institutional Level
*Academic programs' Learning-Assessment Plans	*Campus Plan for the Evaluation of Student Learning
	*Institutional Assessment Strategies
*Evaluation of Undergraduate Programs	1. Assessment indicators: Campus and University Board, Senate Committee, Units
*Evaluation of Graduate Programs	2. Institutional research
*Evaluation of Research Centers	3. Annual report and Campus report
	4. Programs' development plans
*Support units' Assessment Plans	submitted to DAA

IMPLEMENTATION OF THE PLAN

Implementation of the Plan for the Assessment of Institutional Effectiveness for the academic units and programs follows the applicable schedules contained in the

assessment plan for each area or purpose.[6] Institutionalization of assessment will be carried out in two cycles for the units that have been chosen to represent the eleven key areas of the Campus strategic plan. In the first cycle, fourteen units will take part. In the second cycle, ten more will be added. Each cycle will last three semesters, and within those three semesters the units that begin during a particular cycle will complete all the phases that lead to the successful establishment of their assessment process and will also integrate the outcomes into their action plan and development plan. Each cycle is composed of five phases, which each group will go through: 1) development or revision of the assessment plan; 2) implementation of assessment strategies, development of instruments, and gathering of data; 3) analysis and interpretation of results; 4) design of action strategies, formulation or revision of development plan; and 5) evaluation and revision of the assessment plan, if needed.

In phases 4 and 5 of each cycle, the support units will:

1. utilize the outcomes that have emerged to formulate or revise their development plans, so that the action strategies they define will be based on data obtained through the assessment process;

2. prepare a report on the implementation of their assessment plan and submit it to their dean, or to the chancellor in the case of units directly under the Office of the Chancellor. In preparing this report, they will use the format shown in Appendix 15, and will attach it to the revision of their development plan.

3. evaluate their assessment plan and amend it, if necessary, as a result of the implementation experience.

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[6] The learning-assessment, academic-program evaluation, and research-center evaluation plans each have their own implementation schedules, which can be found in the documents containing the plans and guidelines for each of them.

Thus, in examining its effectiveness the Campus will take into consideration the institution's diversity and complexity. Once the support units have established their plans, they will continue with the process, and each year they will submit a report to their respective dean, who will summarize the findings and recommendations in a report to the Administrative Board.

SCHEDULE FOR IMPLEMENTATION OF THE
PLAN FOR THE ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS
Support Units[7]

Phase	Time period	Activities	Person or Unit Responsable
Preliminary Phase: Revision, approval, and dissemination of Plan for the Assessment of Institutional Effectiveness	June 2004-Sept. 2004	Discuss draft of plan with Committee on the Assessment of Institutional Effectiveness	DAA Committee on Assessment of Institutional Effectiveness
		Revise draft of plan and incorporate recommendations	DAA
		Submit final document to Administrative Board for its approval	DAA
		Approval of plan by the Administrative Board	Administrative Board
		Add plan to the Campus electronic network.	DAA
Cycle 1: 1. Unit level: Development of assessment plans in the following support units: • Dean of Students • Library System • OAP • CAE • Physical facilities office • DAA • Registrar • DGSR • Dean of Administration • Development/Alumni Office • DCEPS • Financial Aid • Internatl./Exchange Students • Student-Development Counseling	August 2004-December 2004	Give training workshops to support-unit staff on assessment in general and on how to prepare an assessment plan	DAA CAE OAP Coordinator
		Designate persons responsible for preparing the plan in each unit	Deans, Unit directors Chancellor's office
		Units that have already begun to develop their plans will complete them and begin implementation	Financial Aid Internatl./Exchange Students Student-Development Counseling Library System
		Give orientation and provide support to units in the process of preparing their assessment plans	OAP, CAE DAA CAE OAP
		Complete assessment plan in the support units	Dean of Students Physical facilities office Registrar DAA DGSR

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[7] The learning-assessment, institutional research, program-evaluation, and research-center-evaluation components each have their own schedule, which are included in the corresponding plan documents. This table includes the annual reports and the reports to the University Board.

Phase	Time period	Activities	Person or Unit Responsable
			Dean of Administration Development/Alumni Office DECPS
2. Execute assessment strategies, institutional level	August 2004 - December 2004	Update databases for the University Board	OAP
		Prepare reports to the Administrative Board with the updated data on areas corresponding to first semester	OAP DAA
		Part corresponding to this year of the institutional-research plan[8]	OAP
		Submit report to the University Board and the Committee on the Assessment of Institutional Effectiveness, as scheduled, and disseminate to units as discussed, per schedule, in the Academic Senate	OAP DAA and Acad. Senate Chancellor Deans
Strategies at institutional level	January 2005 – May 2005	Summarize data included in the annual reports from the units and prepare Campus's annual report	OAP
		Discussion Chancellor and Deans	Chancellor and Deans
Assessment strategies in the Support Units		Design assessment instruments for the Support Units	DAA OAP Coordinator
Assessment strategies in the Support Units	January 2005 – May 2005	Provide technical assistance to units in process of developing assessment techniques and instruments	DAA OAP, CAE, Coordinator Support Units
• Institutional level		Gather assessment data in the Support Units	Support Units
		Remaining reports to the University Board, discussion in the Senate and Senate Special Committee, as scheduled, and transmittal to units	OAP DAA Acad. Senate, Chancellor, Deans

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[8] The Insitutional-Research Plan has its own schedule, which is contained in the Institutional-Research Plan.

Phase	Time period	Activities	Person or Unit Responsable
		Continuation schedule Institutional Studies	OAP
3. Analysis and interpretation of outcomes: • Unit level	June 2005-August 2005	Analyze and interpret the data collected Provide technical support to the Support Units in analyzing and interpreting outcomes	Unit directors OAP CAE Support Units
4. Development of action plans, revision of development plans	August 2005-December 2005	Prepare action plans based on findings Revise development plans in the light of assessment outcomes Prepare action plans based on findings Reports to Deans and Administrative Board	Support Units Unit directors
5. Evaluation of implementation of the Institutional Assessment Strategies and of support units' assessment plans	November 2005-December 2005	Gather information on implementation of the Plan for the Assessment of Institutional Effectiveness and of units' plan for evaluating findings and making recommendations	DAA – Coordinator, OAP, CAE Support Units Support Units – Deans and Directors Coordinator DAA
Cycle 2: 1. Development of assessment plans in the following Support Units: • Medical Services • Student Counselors Program • Services to the Handicapped • Admissions Office • Office of Physical Planning and Development • Human Resources • Communications Office • External Resources • Information Systems • Systems and Procedures	January 2005-June 2005	Cycle 1 activities repeated for new units Institutional-assessment strategies described in Cycle 1, with variants dictated by the Institutional-Research Plan	See Cycle 1 See Cycle 1

EVALUATION OF THE PLAN

In evaluating and revising the plan, the following considerations are to be taken into consideration:

1. plan's relationship to the Campus's mission, goals, and objectives

2. progress of plan's implementation

3. resources for implementation

4. assessment methods, techniques, instruments

5. findings

6. use of outcomes

The Office of the Dean of Academic Affairs, the Coordinator for the support units, and the OAP will coordinate evaluation of the plan.

Appendix 2.11: Steps in the Institutional Assessment Cycle

- During the first semester of each year (October or November), a meeting is coordinated to discuss the preparation of assessment reports, the next fiscal year's work plan, and budget requests.
- Reports are submitted in electronic format to OPEP in the second semester (March); thereafter the Coordinator of Planning and Institutional Effectiveness provides feedback to each unit.
- In April and May, each unit makes a presentation on accomplishments, the next year's work plan, and budget requests. These are discussed in meetings with the Chancellor and the Institutional Budget Committee (an eleven-member committee that advises the Chancellor).
- At the beginning of the fiscal year (in July and August), funds are allocated to those initiatives and priority projects that stand out for their merit and alignment with institutional goals. The Chancellor notifies each unit the budget allocated for the year.
- Halfway through the cycle (shortly after the beginning of the second semester), units' monthly budget reports are analyzed by OPEP. Special attention is given to the utilization of funds allocated in the annual work plans and priority projects.
- By an established date after the closing of the fiscal year, each unit presents an Annual Achievement Report that includes results of institutional assessment.

Appendix 2.12: Assessment of VU 2016 Goals

Strategic Goal 1: Research, Creation, and Scholarship
Reference: UPR-RP Mission focus points 2, 3, 4, 5
Number of VU 2016 strategic indicators: 10
2012-2015 Work Plan Fund Allocation: $3,088,591 for 78 strategies/initiatives/projects
2012-2015 Priority Projects Allocation: $298,000 for 3 strategies/initiatives/projects

The production and dissemination of knowledge supporting the growth of academic disciplines and broader contributions in areas such as culture, public service, and art stand out as a pillar of our institution's intellectual commitments. Ongoing faculty activity in research, creative work, and scholarship has resulted in increased local and international recognition. Institutional data show a 32% increase in funds allotted to research and creative and academic endeavors between 2004 and 2013. An impressive 114 research projects subsidized by competitive federal grants were underway in 2014-15. These were awarded in the Natural Sciences, Social Sciences, Planning, and Communication.

One strategic indicator used in institutional assessment is the number of UPR-RP publications registered in the Web of Science (WOS). A substantial increase is clear, with 200 in 2008 and more than 3,000 in 2010-2013. Results for the period 2010-2013 indicate that of the 15,311 publications that it registers for the UPR System, nearly 25% are from the UPR-RP. These are distributed as follows: Science ($n = 3,501$), Social Sciences ($n = 126$), and Arts and Humanities ($n = 110$). The most productive research areas are: multidisciplinary chemistry and agriculture, physical chemistry, multidisciplinary psychology, developmental psychology, sociology, linguistics, and history.

Our own institutional data document a total of more than 15,400 contributions by the UPR-RP's faculty between 2005 and 2014. These contributions include articles in peer-reviewed journals, chapters, books, creative endeavors, and presentations at conferences and symposiums in and outside of Puerto Rico. Approximately 88% of the activity in these areas in Puerto Rico takes place within the UPR System and a substantial part within our campus. The UPR-RP is the most prolific within the UPR System and Puerto Rico, both in terms of research and creative activity.

Data from FACTUM for the same period reveal that 90% of the publications completed by our faculty were peer-reviewed. These appeared in academic and professional journals as well as collections based on conference presentations. A total of 1,100 of contributions are registered. These include single-author books, edited volumes, book chapters, and prologues. Additional faculty publications have appeared in the general press (newspapers, magazines, and online platforms), bulletins and general journals, technical reports, guidebooks, and manuals.

The allocation of Institutional Funds for Research (FIPI) has recently increased. In 2014-15 27 grants were awarded. This represents a 59% increase when compared to the number of grants awarded in 2005. The UPR-RP has also provided support for research

that has led to patents, with our campus holding 17 (35%) of the 48 issued to the UPR System between 1991 and 2014.

Furthermore, the UPR-RP has worked to provide ongoing support for the editing, production, and dissemination of its own academic journals, which are distributed locally and internationally. These include: *Revista Jurídica de Puerto Rico* (Law); *Caribbean Studies* (Social Sciences); *Revista Forum Empresarial* (Business Administration); *Revista (in)Forma* (Architecture); *Op. Cit*. (History-Humanities); *Diálogos* (Philosophy-Humanities), *Sargasso* (English-Humanities); *Plerus* (Planning); and *Revista Pedagogía* and *Paideia Puertorriqueña y Cuadernos de Investigación en Educación* (Education). *Caribbean Studies*, which has been published since 1961, deserves special mention because it was invited to join JSTOR in 2008 and Project Muse in 2009.

The UPR-RP's accomplishments in research and intellectual production include activities designed to enrich the educational experiences of students. In the four years between 2010-11 and 2013-14, a total of 2,154 graduate students participated in the Formative Academic Experiences Program (PEAF in Spanish). This represents 340 more assistantships than in the period 2006-07 to 2009-10. PEAF provides part-time employment as research assistants as well as opportunities in teaching, professional development, and the arts.

Teaching and research assistantships are another indicator established by the UPR-RP to measure effectiveness in the areas of research, creation, and scholarship. For comparable universities with the Research University-High Level of Research Activity classification, the number of assistantships by professor for 2007-08 fluctuated between 0.80 and 1.89 with a median of 1.37. By 2009-10, the number of assistantships by professor on our campus was .52. Increasing the number of teaching and research assistantships has been a challenge.

Several initiatives incorporate the undergraduate student component. The DEGI supports undergraduate student research. In 2013-14 its sponsorship from allowed sixteen undergraduates to present original research in international congresses. This institutional effort contributed favorably to the strategic indicator measuring student research opportunities, as institutional data point to an increase in the percentage of graduate students that expressed satisfaction in this area. In 2007 there was a 17% and 84% satisfaction rate among alumni at the undergraduate and graduate levels, respectively, while in 2014 these same rates increased to 81% and 91%. Another initiative in this area is the Title V project, Undergraduate Research and Creative Activity Initiative (iNAS), which promotes an institutional culture that stimulates learning and intellectual production from undergraduate students (see Chapter 4, Standard 11 Educational Offerings for more information regarding the integration of students to the initiative).

The UPR-RP has continued to endorse and sponsor professional travel to conferences and meetings for professors and students. This has facilitated professional experiences in diverse countries that include the U.S., Austria, Portugal, China, France, Belgium, Japan, Russia, Italy, Spain, Finland, England, Iceland, Canada, Mexico, Nicaragua, Colombia,

Chile, Argentina, the Dominican Republic, St. Thomas, and St. Kitts. Also professors and students from the Graduate School of Planning have participated in conferences at Belgium, Nederland and UK of the XPLORA Project.

Strategic Goal 2: Academic and Service Programs
Reference: UPR-RP Mission focus points 1, 2, 3
Number of VU 2016 strategic indicators: 9
2012-2015 Work Plan Allocation: $722,426 for 47 strategies/initiatives/projects

As of March 2015, the UPR-RP has more than 140 academic programs distributed across eleven colleges and schools. Of those, 72 have programs that qualify for professional accreditation and of these 67 (93%) are accredited. This is a significant institutional achievement when compared to 2009-10, when only 60% of eligible programs were accredited. Between 2009-10 and 2011-12, the School of Communication and the programs of Administration of Office Systems, Computer Information Systems, and Computer Sciences were accredited. The School of Law, the College of Education, the Graduate School of Planning, and Nutrition and Dietetics program were reaccredited.

In 2013-14, the College of Business Administration was accredited by the Association to Advance Collegiate Schools of Business (AACSB), becoming the first Business Administration program in a Spanish-speaking public university to receive this prestigious status. The School of Public Administration is also a first-time accreditation. These historical achievements resulted from transformative actions, particularly in the areas of curriculum, research, and the assessment of student learning outcomes.

Regarding services that substantially contribute to the development of academic programs and research activity, two important additional evaluations can be cited. First, all libraries in the university system completed an evaluation process in accordance with the standards of the Association of Colleges and Research Libraries (ACRL), and all achieved accreditation by this agency. Second, in October 2013 our Museum of History, Anthropology, and Art was accredited by the American Alliance of Museums, making it the first university museum in Latin America and the Caribbean to receive this distinction.

In addition, the Center for Preschool Development was accredited by NAYEC, counseling programs by IACS, and the campus's professional journals published by LATINDEX. Comparing our current rate of program accreditation to that of 2000 shows a 263.50% increase, testament to the effectiveness of actions taken to improve academic and service programs.

Senior Exit surveys document improvement in the average percentage of graduates satisfied with the quality of education and library services at the UPR-RP and, at the graduate and undergraduate levels. Prior to 2007, 91% of undergraduates and 87% of the graduate students expressed satisfaction with the quality of education, while in 2013 the results were 93% and 92% respectively. In terms of library resources, prior to 2007, 67% or less were satisfied and in 2013, 75% of undergraduate students and 76% of graduate students expressed satisfaction in this area.

Another fundamental initiative of note during this period is the Distance Education Project, which will allow UPR-RP to recruit a greater number of potential candidates, in and outside of Puerto Rico. In 2009, the project received the Promoting Post-baccalaureate Opportunities for Hispanic Americans Award. As a result, the project received close to $3 million across a five-year period (2009 to 2014) for expanding graduate education opportunities for Hispanic students through the improvement of the technological teaching infrastructure and methodology. The Distance Education Committee was formed and the discussion of a work plan to revise distance education policies was formalized.

The implementation of the restructured bachelor's degree is another strategic indicator for assessing academic programs. While 11% of program had been reviewed by 2006-07, by 2012 the total was 97% to 100%. With respect to the Programs Evaluation Project, the process has been institutionalized and progress made in this area. In 2010-11, self-assessment calendars were developed which proposed that 29 programs submit a report. Of these 22 (76%) completed their five-year cycle evaluation.

Additional achievements from 2013-14 include: the analysis of self-assessment reports according to the eight areas described in the Guidelines for the Periodic Evaluation of Academic Programs in the UPR (Board of Trustees Certification 43, 2006-07) and the completion of the Program Evaluation Cycle Report. Work also began on preparing the third five-year evaluation of undergraduate programs. Projects coordinated by the Office for the Assessment of Student Learning Office (OEAE in Spanish) were also strengthened in this period.

Strategic Goal 3: Faculty
Reference: UPR-RP Mission focus point 4
Number of VU2016 strategic indicators: 5
2012-2015 Work Plan Allocation: $468,400 for 19 strategies/initiatives/projects

The UPR-RP has sought to maintain recruitment, support services, and institutional incentives which ensure that the campus has competent and productive tenured and tenure-track personnel. A large number of our professors make significant and ongoing contributions to Puerto Rican society and the ongoing development of their disciplines and areas of professional specialization. These contributions take the form of teaching, research, and service. In terms of formal qualifications and training, our faculty profile has been substantially strengthened. Between 2005 and 2012, the percentage of faculty members with doctoral degrees increased from 77% to nearly 90%. Also noteworthy, our faculty members have continued to provide important leadership in community initiatives and scholarly and professional organizations.

Individual faculty members have been recently recognized by the Puerto Rican Bar Association, the Environmental Protection Agency, and the American Chemical Society. One of our professors was recently awarded a $150 million grant from the Science, Technology, and Research Trust of Puerto Rico that will finance research in biotechnology and life science. Other faculty members have received prestigious awards

from the American Chemical Society, the Environmental Protection Agency, the American Family Therapy Academy, the American Psychological Association, the National Hispanic Science Network on Drug Abuse, Fulbright Scholar Program, and the Caribbean Philosophy Association, among others.

In light of the established strategic indicators, one of the major challenges has been increasing the percentage of teaching staff that expressed satisfaction with their experiences as UPR-RP faculty. Data obtained by the 2010 Faculty Survey revealed that the percentage of faculty members satisfied with quality of services/facilities and support for teaching totaled 48% and 44%, respectively. These are percentages below the desired assessment goal of 75% or more. However, the survey also found that 76% of tenured/tenure-track professors were satisfied or very satisfied with working conditions.

Strategic Goal 4: Student Affairs
Reference: UPR-RP Mission focus points 2, 3
Number of VU2016 strategic indicators: 8
2012-2015 Work Plan Allocation: $577,543 for 55 strategies/initiatives/projects

Institutional data reveal that talented and well-prepared students are admitted to the UPR-RP. During the period from 2005-06 to 2013-14 the campus saw a larger number of freshmen with higher verbal and mathematical aptitude averages on the CEEB. The high school GPA of incoming first-year students was a 3.6 or higher, meeting one the established assessment goals. Specifically, GPA increased in the four cohorts between 2010-11 and 2013-14, fluctuating between 3.64 and 3.66. Another strategic indicator considers the second year undergraduate retention rate. The UPR-RP managed to surpass the rate of 87% from 2005-06, before reaching rates of 90% to 92% in the periods from 2012-13 to 2014-15. These rates are much higher than comparable institutions in the US.

The promotion of exchange and study abroad programs has improved. In 2013-14 over 500 students received information and guidance about these opportunities, in individual and group orientations. The UPR-RP hosted sixty-three students and coordinated the exchange of 237 our own students who studied at institutions in North America, Europe, South America, Asia, and other parts of the Caribbean.

The UPR-RP provides support for student organizations, including new ones. In 2014-15, the campus registered seventy-five student organizations. Most were linked to academic programs in the Natural Sciences, Business Administration, the Humanities, Law, the Natural Sciences, Education, and Architecture.

Our campus is also home to projects and programs that support the academic advancement of students who many have special needs or require specific support services. Among these are TRIO and PECA. These projects and programs, several of which have positively contributed to retention and graduation rates, make the campus more accessible and contribute to the diversity of a student body that is made up of students from all walks of life.

The NSSE Benchmark Comparison Report for 2006 and 2009 shows strong results for student opinions about activities and projects in this area at the UPR-RP. Our institution has scores nearly equal to those of Carnegie group peer institutions, for both freshmen and seniors.

Strategic Goal 5: Internationalization
Reference: UPR-RP Mission focus point 4
Number of VU2016 strategic indicators: 6
2012-2015 Work Plan Allocation: $326,203 for 29 strategies/initiatives/projects

UPR-RP engages in active collaboration and exchange with visiting professors and guest speakers and through these initiatives has furthered the development of a solid international academic perspective. Internationalization is one of the main goals of Strategic Plan VU 2016. In addition, as part of our institutional mission, it fosters the growth and dissemination of knowledge and enriches the learning experiences of our students and wider community.

The campus participates in collaborative academic agreements with universities in North America, Europe, Asia, Latin America, and the Caribbean. The UPR-RP is also a member of the International Student Exchange Program, the National Student Exchange Program, and the *Mission Interuniversitaire de Coordination Échanges Franco-Américains*.

The UPR-RP's internationalization initiatives are supported and enriched by our Institute of Caribbean Studies (ICS). The institute initiated its annual cycle of Caribbean Conferences in 2007-08, and as of 2014 it celebrated its 200th conference. No other institution of higher education offers such an extensive and high quality conferences series. The ICS conferences, most of which feature renowned scholars from abroad, are attended by students, faculty, and members of the general public, span the Social Sciences, Humanities, Cultural Studies, and Natural Sciences. Our faculty members frequently serve as commentators, and our graduate students have presented their work alongside established researchers.

In the period 2008 to 2011, the UPR-RP established a large number of academic exchange agreements and projects with universities and foundations from Latin America, the Caribbean, and Europe. Among these are collaborative projects with the University of Portugal, Spain's School of Architecture and Design, the University of Iceland, and our bilateral exchange program with the Federal University of Rio de Janeiro.

As mentioned above, the UPR-RP regularly receives visiting students and professors, while our students travel abroad, for academic collaboration as well as research and service projects, as well as for the presentation of research and creative endeavors. Personnel from the Office of the Dean of Students assist with travel. They have received special trainings regarding visas and related procedures from the Department of Homeland Security.

Strategic Goal 6: Management Practices and Processes
Reference: Operational support to UPR-RP Mission Statement
Number of VU 2016 strategic indicators: 6
2012-2015 Work Plan Allocation: $726,343 for 20 strategies/initiatives/projects
2012-2015 Priority Projects Allocation: $1,637,101 for 3 projects

The increase of institutional effectiveness through the transformation of structures, management practices, and processes has been challenging. The island's critical fiscal situation, the costs of administrative reengineering, and fears that occasionally accompany change in this area all affect institutional growth related to management practices and processes. Nevertheless, as detailed below, the UPR-RP has made progress in personnel training and strengthened administrative practices in several areas.

A significant change at the administrative level has been the design and implementation of assessment plans linked to the work plans of our campus units. Our four Offices of Deans (Academic Affairs, Graduate Studies and Research, Administration, and Students) DEGI, DA and DE) now all prepare these plans. These plans are based on discussion and collaboration with the units they supervise and their respective administrative offices. The plans facilitate the use of data to make budget allocations strengthen unit-based projects.

The University Financial Information System (UFIS) was adopted in the period under review. Its initial implementation phase (2008-09) was followed by the implementation of Oracle Release 12 (2014-15), which will be used to upgrade the Administrative Information System. Personnel were trained in the areas of finance, purchases, accounting, budget, and acquisitions, among other areas. In conjunction with these upgrades, progress has been made in addressing user concerns about technological infrastructure and programming speed.

Our Office of Human Resources has continually offered professional development activities. These have focused on an array of topics that include administrative policies and guidelines, professional ethics, Office 2010, basic and advanced Excel, PowerPoint, and management skills. It has also offered workshops on health, conflict management, self-defense techniques, the prevention of violence in the workplace, and emotional intelligence.

The Center for Academic Excellence (CEA in Spanish) has also offered management training, including activities for non-teaching staff. Between 2006 and 2012, the CEA organized 535 activities with an annual participation rate of 1,100 to 2,600 employees; on average 11% of participants were non-teaching staff.

An additional example of training that contributes to our non-teaching staff's acquisition of professional skills has been the Certification in Information and Communication Technologies Training Project (PACTIC in Spanish). This project has strengthened competencies in information and communication technologies. PACTIC is currently in its fourth cycle. During the first two cycles 74 employees were certified. Risk

management and security is another area in which personnel training has improved. Eighteen of our employees have been certified as first responders and two as paramedics.

Our campus strives to continually improve and serve as a model of best practices in public administration. In the period under review, the Office of Systems and Procedures was reorganized and restructured in order to improve work protocols and auditing. In 2012 it became the Office of Procedures, Systems, and Auditing. This office provides specific administrative information for the university and outside communities, including a website and a digital catalog of our rules and regulations.

The institution has also recently addressed the need to develop guidelines and mechanisms for the proper management of documents that are created and discarded digitally. In addition, procedures for reporting irregularities in the management of public funds and carrying out the annual physical inventory of campus property were approved and published.

Another accomplishment is the completion of the UPR-RP's Brand Manual, which became effective as of October 2012. A reference manual for use of the institution's images and logos was prepared and it provides guidelines and standards that can be used in improving communication.

Strategic Goal 7: Information and Communication Technology
Reference: Operational support for UPR-RP Mission Statement
Number of VU2016 strategic indicators: 8
2012-2015 Work Plan Allocation: $1,486,518 for 46 strategies/initiatives/projects
2012-2015 Priority Projects Allocation: $865,198 for 5 projects

The Academic and Administrative Technologies Division (DTAA in Spanish) is the administrative unit responsible for communication and technology. In 2005, DTAA projects aimed at strengthening and upgrading technology were launched. These efforts included rewiring campus buildings and the expansion of Internet access, phone service, telecommunications, program acquisition and maintenance, and licenses. In 2009, the institution intensified efforts to upgrade technology for libraries and classrooms, acquire new lab equipment, and improve wireless infrastructure.

In 2011-12, DTAA initiated a multi-annual institutional development plan for technology upgrades. As part of the plan DTAA installed a new CISCO phone network with 5,000 extensions. In 2013-14, DTAA coordinated the installation of 78 emergency telephones, 56 of which are strategically located in different buildings inside campus proper and 22 installed in adjacent units. DTAA's accomplishments from 2014-15 include 140 newly installed SharePoint virtual servers and programming upgrades for all academic and administrative units.

Practically all of the technology and equipment requests that have been presented by the colleges and schools received funds. These funds came from the UPR Technology Fund and the UPR-RP Work Plan Fund. These requests had to properly justified and receive approval from DTAA.

One of the assessment indicators in this area tracks student services available through the campus webpage. There has been little improvement in this area since reaching 68% online availability for thirty processes related to essential student services. We have the challenge of optimizing online access to applications for financial aid, student housing, support for students with disabilities, and requests for graduation, transfer and reclassification, among other services.

The funds needed to cover the increased cost of maintenance, acquisition, and subscriptions to databases and e-books have been assigned. In 2013-14, the Library System reported numerous achievements. These include the acquisition of e-books, online journals, and databases, access to 4,222 online journals (a 13% increase), and the addition of 2,636 bibliographical records to the online catalog, clearly exceeding the established targets.

In the 2014-15 the UPR-RP renewed online subscriptions to more than 4,200 titles of recognized academic journals and presses. These include resources provided by the American Chemical Society, American Mathematical Society, BioONe, Elsevier, JSTOR, Springer, Taylor & Francis, and Wiley. Also, we provided access to 5,424 e-books as part of the systems permanent collection.

The establishment of Resource Centers for Learning and Research (CRAI in Spanish) is an effectiveness indicator from our strategic plan VU 2016. Since 2010, resource centers have been set up in the Colleges of Natural Sciences, Education, Business Administration, General Studies, and Social Sciences. This translates to an effectiveness level of 100% in terms of meeting the established target.

Strategic Goal 8: Physical Facilities and Natural Spaces
Reference: Operational support for UPR-RP Mission Statement
Number of VU2016 strategic indicators: 5
2012-2015 Work Plan Allocation: $4,133,676 for 82 strategies/initiatives/projects
2012-2015 Priority Projects Allocation: $11,675,228 for 32 projects

Many of the most important of our institution's endeavors take place in the physical context of the campus. Our buildings and natural environment contribute to the country's cultural heritage, and numerous structures are of substantial architectural significance. Since 2010-2011, significant UPR-RP budgetary resources have been devoted to the renovation of the campus's physical infrastructure and the maintenance of its natural landscape. The main campus offices working on physical planning, the conservation of installations, environmental protection, security, and risk management (i.e., OPDF, OCIU, OPASO, and DSMR) all contributed to improvements related to this goal.

One significant change in updating and improving habitability and accessibility is the development of our three-route trolley system. Trolleys now provide intra-campus transportation that includes services for persons with special needs. Another achievement, and a priority project of our capital improvements plan, is the complete renovation of the University Center, which was reopened in 2014.

Additional completed projects involving structures include: renovations to the DEGI building and the Office of the Dean External Funds and Business Initiatives and the second floor of the Carlota Matienzo building. Renovation of the Felipe Janer Building, which will serve the College of Humanities, is underway.

Substantial funding has been dedicated to improvements in student housing ($250,000 for three consecutive years), improvements to swimming pools ($1.5 million), and other areas in the athletics complex ($300,000).

Our Centennial Park is a space on campus that is recognized for its uniqueness and biodiversity. Recent dialogues and agreements have focused on its maintenance and protection, including the removal of materials that adversely affect the natural environment.

Administrative efforts and committee work also support the care and maintenance of facilities, natural spaces, and the overall university environment. Various examples reflect this institutional commitment, including: the establishment of the Special Committee for the Study of Environmental Quality, the UPR-RP's physical planning committee, the appointment of a security board, and student initiatives.

Serious attention has been given to resource allocation for the maintenance of buildings, especially with those classified as "sick" and those identified with asbestos or lead-containing materials. OPASO personnel have received specialized training for asbestos management, hazardous waste operations, radiation, biosecurity response, and management of environmental emergencies.

One measure for reducing costs is the acquisition of the eMaint maintenance program. This program facilitates better management and a reduction of non-service time for equipment, increasing its operational life and optimizing use. Emergency failures and repair costs have been reduced. UPR-RP holds eight licenses for this program, for which personnel received training in March 2015.

Other projects are in development. One will reduce energy costs through the replacement of fluorescent lighting with LED (a pilot project with UPR Mayagüez). Another will gradually replace our automotive fleet with hybrid vehicles. Additional initiatives provide ongoing maintenance of cooling towers on campus.

Strategic Goal 9: Alumni and Community Bonds
Reference: UPR-RP Mission point 1, 2, 4, 5
Number of VU 2016 strategic indicators: 6
2012-2015 Work Plan Allocation: $380,200 for 24 strategies/initiatives/projects

A vast number of initiatives and activities reflect our strong tradition of service and collaboration with diverse sectors of the community, including alumni, as well as our efforts to make improvements in this area.

One example is the rich agenda of activities and events organized by the Museum of History, Anthropology, and Art (MHAA in Spanish), which sponsor exhibitions, conferences, forums, research presentations, creative workshops, guided tours, special events, and cultural programming for the general public. The UPR Theater is another space which, after a long renovation process, now empowers our cultural and artistic agenda. People of all ages, including our alumni, have attended its events in the last few years. In the period under review, the MHAA and UPR Theater organized more than 300 activities and events for more than 80,000 attendees. *Radio Universidad* is another tool used to maintain community bonds and enhance our commitment to public service. Our public and community radio station, it has provided Puerto Rico with news and cultural programming for more than thirty years.

Our colleges and schools contribute to achievements in this area by organizing activities open to alumni and the general public, inviting alumni to serve as guest speakers or commentators in conferences and congresses, and promoting different types of community engagement that encourage students to explore the social realities of the country. Additional examples include service requirements for students in social work and education, artistic presentations in the College of Humanities, field visits by classes, and community work undertaken by students in Planning, Architecture, and Law.
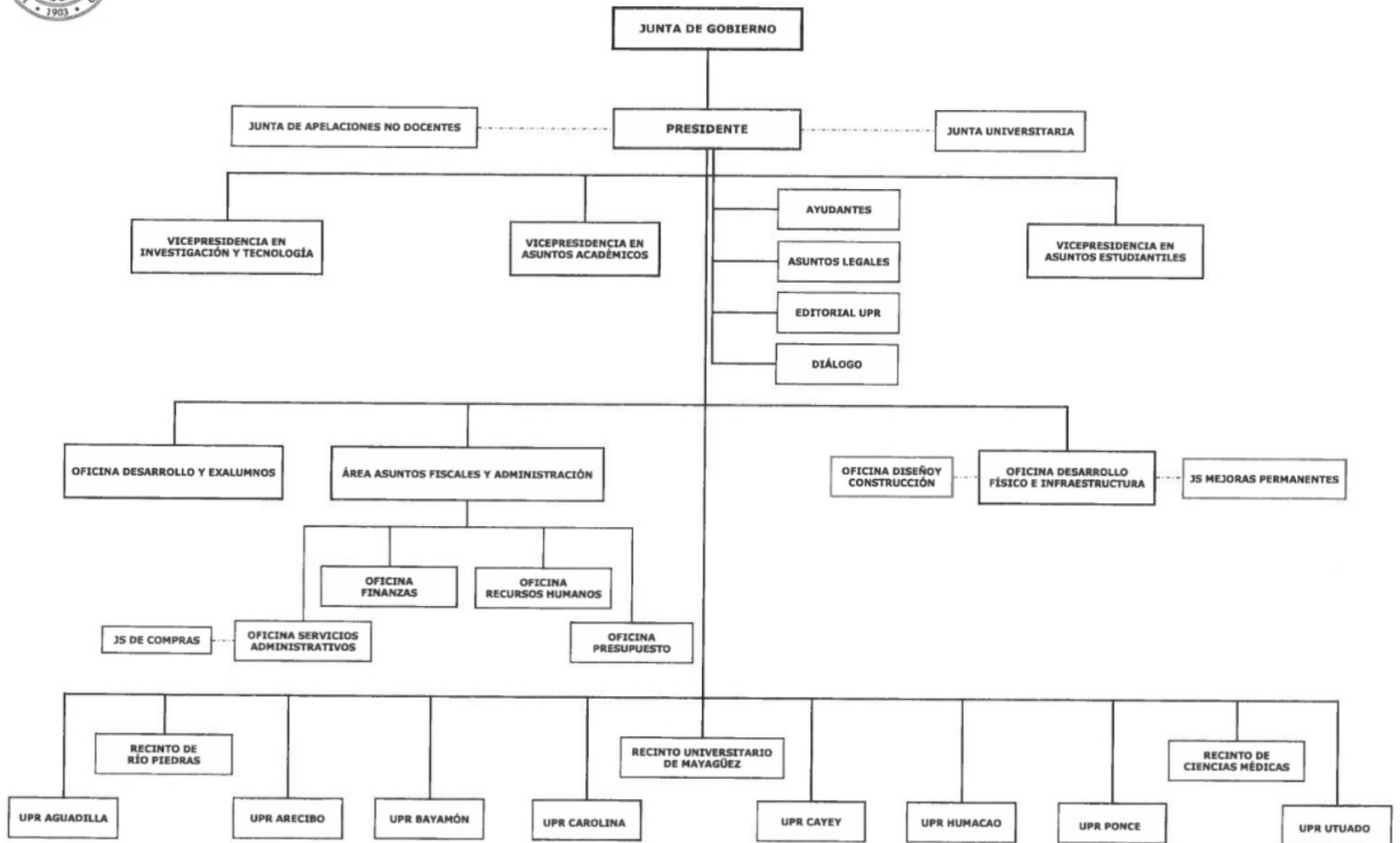
The Center for Urban, Community, and Entrepreneurial Action (CAUCE in Spanish) also makes contributions important for assessing our relationship with the wider community. CAUCE sponsors activities, forums, and meetings that nurture community involvement and sustainable urban planning in Río Piedras. CAUCE-based activities have empowered small business owners, addressed the needs of immigrant communities, reduced the local illiteracy rates, offered tutoring services, and promoted community leadership.

UPR-RP has intensified its community programs for youth. The institution recently organized the amateur basketball team, *Los Gallitos*, and sponsored an intramural tournament involving soccer and swim teams. These and related events promote sports and recreation as positive formative experiences.
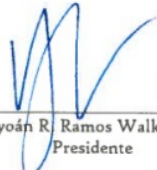
Appendix 3.1: UPR System Organizational Chart

ORGANIGRAMA INSTITUCIONAL

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                              JUNTA DE GOBIERNO

JUNTA DE APELACIONES NO DOCENTES ---- PRESIDENTE ---- JUNTA UNIVERSITARIA

                                              AYUDANTES

VICEPRESIDENCIA EN          VICEPRESIDENCIA EN        ASUNTOS LEGALES        VICEPRESIDENCIA EN
INVESTIGACIÓN Y TECNOLOGÍA  ASUNTOS ACADÉMICOS                               ASUNTOS ESTUDIANTILES
                                              EDITORIAL UPR

                                              DIÁLOGO

OFICINA DESARROLLO Y EXALUMNOS    ÁREA ASUNTOS FISCALES Y ADMINISTRACIÓN    OFICINA DISEÑO Y    OFICINA DESARROLLO      JS MEJORAS PERMANENTES
                                                                           CONSTRUCCIÓN        FÍSICO E INFRAESTRUCTURA

                              OFICINA          OFICINA
                              FINANZAS         RECURSOS HUMANOS

JS DE COMPRAS --- OFICINA SERVICIOS          OFICINA
                  ADMINISTRATIVOS            PRESUPUESTO

       RECINTO DE                    RECINTO UNIVERSITARIO                           RECINTO DE
       RÍO PIEDRAS                   DE MAYAGÜEZ                                     CIENCIAS MÉDICAS

UPR AGUADILLA   UPR ARECIBO   UPR BAYAMÓN   UPR CAROLINA   UPR CAYEY   UPR HUMACAO   UPR PONCE   UPR UTUADO
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Rev. Junio 2014

Aprobado por:

Uroyoán R. Ramos Walker, Ph. D.
Presidente

Appendix 3.2: Duties and General Responsibilities of the Chancellor

- Orientation and supervision of university personnel and supervision of the institution's teaching, technical, research, and administrative functions.
- Drafting a budget proposal based on the recommendations of departments, colleges, and other dependencies; submitting this budget proposal to the Administrative Board; once approved by the Administrative Board, submitting the proposal to the President. This budget process is defined by university regulations.
- Presiding over the UPR-RP Academic Senate, the Administrative Board, and general faculty meetings (i.e., meetings of the campus faculty as a whole).
- Appointment of college and professional school deans after consultation with the corresponding college or school, subject to notice to the President and ratification by the Governing Board.
- Appointment of directors of departments and other units attached to a college, upon recommendation of the college dean, after the dean's consultation with the corresponding department or unit.
- Appointment and hiring of UPR-RP personnel.
- Presenting an annual report on the campus's achievements and activities for the President and Governing Board.

This list is based on the description of the duties and general responsibilities of Chancellors included in section 19.3 of the *General Regulations of the University of Puerto Rico.*

DECANATO DE ESTUDIANTES

5 de octubre de 2015

A TODA LA COMUNIDAD UNIVERSITARIA

Gloria Díaz Urbina, PhD
Decana de Estudiantes

CERTIFICACIÓN ENMENDADA DEL CONSEJO GENERAL DE ESTUDIANTES 2015-2016

Certifico que los estudiantes mencionados a continuación, constituyen el **CONSEJO GENERAL DE ESTUDIANTES** para el año académico 2015-2016.

NOMBRE	PUESTO	FACULTAD/ ESCUELA
Guillermo Guasp Pérez	Presidente	Ciencias Sociales
Roberto Nava Alsina	Vicepresidente	Ciencias Sociales
Luis Rodríguez Santos	Secretario Ejecutivo	Arquitectura
Jean Martínez Pérez	Secretario de Relaciones Públicas	Administración de Empresas
Víctor E. Ramos Rosa	Secretario de Publicidad	Estudios Generales
Gilberto Domínguez Escalera	Representante ante la Junta Universitaria	Derecho
Bianca Valdés Fernández	Representante Alterno ante la Junta Universitaria	Ciencias Naturales
Eliezer Nieves Carrucini	Representante ante la Junta Administrativa	Educación
Roberto Lefranc Fortuño	Representante Alterno Junta Administrativa	Administración de Empresas

A estos estudiantes la Universidad de Puerto Rico los recibe y los reconoce como los representantes del estudiantado del Recinto. Les exhorta a llevar con orgullo y distinción este honor que les confieren sus compañeros al depositar en ellos su confianza y su representación. Reciban nuestra felicitación por este logro y mucho éxito en sus gestiones.

GDU:spa

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CURRICULUM VITAE
Palmira N. Ríos-González, PhD
Dean of Academic Affairs

EDUCATION:

2004	XXIII Course on Human Rights, Inter American Institute of Human Rights, San José, Costa Rica
1990	PhD, Sociology, Yale University, New Haven, Connecticut
1975	M.A., Sociology and Caribbean Studies, Fisk University, Nashville, Tennessee
1974	B.A., Sociology, University of Puerto Rico, San Juan, Puerto Rico

PROFESSIONAL AND ACADEMIC EXPERIENCE:

Present	Dean of Academic Affairs, University of Puerto Rico, Río Piedras Campus
2014	Acting Dean, Faculty of Social Sciences. University of Puerto Rico, Río Piedras Campus.
2014-2016	President, Inter American Network of Public Administration Education
2002 -2014	Director, Graduate School of Public Administration, University of Puerto Rico, Rio Piedras Campus
2012 to 2014	Member, Executive Council, Network of Schools of Public Policy, Affairs, and Administration (formerly NASPAA)
2010 to 2013	Member, Commission on Peer Review and Accreditation, National Association of Schools of Public Affairs and Administration
2010 -2012	Public Interest Representative. Comité Ad Hoc para la formulación e implantación del protocolo para el acceso, prestación de servicios e intervención con las personas sin hogar. Department of the Family, Commonwealth of Puerto Rico
2009 to present	Member, Executive Council, Inter American Network of Public Administration Education
2008	Co-Coordinator, Legislative Academy 2008. House of Representatives and Senate of Puerto Rico
2008	Consultant, Ronda Censal 2010 y las políticas anti discrimen, UNIFEM (Brasil), SEPPIR (Brasil), CEPAL (Chile)
2007 to present	Member, Executive Council, *Red Iberoamericana de Organismos y Organizaciones contra la Discriminación* (RIOOD), México
2005-2008	Member, Governor's Advisory Council for the Development of Public Service, Office of the Governor of Puerto Rico
2003 to 2008	President, Civil Rights Commission of Puerto Rico
2002 to 2012	Commissioner, Civil Rights Commission of Puerto Rico
1995 to present	Associate Researcher, Graduate School of Public Administration, University of Puerto Rico
2000 – 2002	Special Aide to the Chancellor in International Affairs, University of Puerto Rico

1999-2001	Member, International Coordinating Committee of the United Nations World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance
1989-1995	Assistant Professor Graduate School of Management and Urban Policy New School for Social Research, New York
1992	Fulbright Scholar Instituto Tecnológico de Santo Domingo, Dominican Republic
1987-1989	Associate Director Center for Immigrant and Population Studies College of Staten Island, City University of New York
1983-1987	Instructor Department of Puerto Rican Studies Lehman College, City University of New York
1982-1983	Instructor Department of Sociology State University of New York, Binghamton

PUBLICATIONS:

Books:

Ríos et al, <u>Reforma Gubernamental. Nuevo modelo organizativo para Puerto Rico</u> (2014, San Juan: Asociación de Empleados del Estado Libre Asociado de Puerto Rico)

Ríos, P. y Alegría, Idsa (editoras), <u>Contrapunto de género y raza en Puerto Rico</u> (2005, Centro de Investigaciones Sociales, UPR)

Articles:

Ríos, P. "The Growing Concern About Racism Among Spanish-Speaking Scholars of the Caribbean." <u>The Black Sociologist</u>, Vol. 7, No. 2, 1979.

Ríos, P. "Women Under Colonialism: The Case of Puerto Rico." <u>Transafrica Forum</u>, Vol. 2, No. 1, Summer 1983. (Reprinted by Women's International Resource Exchange Service, 1986)

Ríos, P. "Puerto Rican Women in the U.S. Labor Force." <u>Line of March</u>, Fall 1985.

Ríos, P. "Book Review. <u>El País de Cuatro Pisos y Otros Ensayos</u> by José Luis González." <u>Cimarrón</u>, Vol. 1, No. 2, 1986.

Ríos, P. "Export-Oriented Industrialization and the Demand for Female Labor.". <u>Gender and Society.</u> (Vol. 3, No. 4, Fall 1990) (Reprinted in <u>Colonial Dilemma. Critical Perspectives on Contemporary Puerto Rico</u>, edited by Edwin Meléndez and Edgardo Meléndez, 1993, South End Press)

Ríos, P. "Comments to Rethinking Migration: A Transnational Perspective." <u>Annals of the New York Academy of Sciencies</u>, Vol. 45, 1992

Ríos, P. "Dominican Migration to Puerto Rico." <u>Centro Bulletin</u>, Vol. 4, No. 2, 1992

Ríos, P. "Reflexiones sobre hallazgos del Censo 2000 y las categorías raciales en Puerto Rico." <u>Revista de la Unidad Anti Discrimen</u>, Departamento del Trabajo y Recursos Humanos de Puerto Rico, Año 3, Num. 5, 2001.

Chapter in Books:

Ríos, P.   "Evaluating a Work Incentive Program: A Report on Employability Services for Hispanic Women." In <u>Female Immigrants to the United States: Caribbean, Latin American and African Experiences</u>, R.S. Bryce Laporte and D. Mortimer, editors. (Washington, D.C.: Smithsonian Institution, 1981)

Ríos, P.   "Puerto Rican Women and the New York City Labor Market." In <u>Towards a Puerto Rican/Latino Agenda</u> (New York: Institute For Puerto Rican Policy, 1989)

Ríos, P.   "The Demographic Profile of New York City." <u>In Urban Policy Issues for New York City</u>, edited by Sheila Gordon. (New York: New School for Social Research, 1993). Proceedings of the Seminar Series for the New York City Council, "The New York City Economy. Demographic and Labor Market Forces," 1992

Ríos, P.   "Gender, Industrialization and Development Policies in Puerto Rico." <u>Women in the Industrialization Process in Latin America</u>, edited by Chris Bose and Edna Acosta-Belén (Philadelphia: Temple University Press, Spring 1995)

Ríos, P. "Elementos para evaluar los derechos económicos, sociales y culturales en Puerto Rico." <u>Los derechos económicos, sociales y culturales en la Centroamérica de inicios del siglo XXI</u>, editado por Celia Medrano, Byron Barillas y Luis Vidal Bonilla (San Jose, Costa Rica: CODEHUCA, 2002)

Ríos, P.   "El reto de informar y formar a los ciudadanos" <u>Memorias 2005</u>. (2005, San Juan: Centro para la libertad de prensa en Puerto Rico)

Ríos, P.   "La sociedad civil y los derechos humanos", <u>Agenda Puertorriqueña para la calidad de vida</u>. Fundación Operación Solidaridad. Memorias y Plan de Trabajo 2003-2006. (2005, San Juan: Fundación Operación Solidaridad)

Ríos, P.   "Majestad negra? Raza, género y desigualdad social en Puerto Rico." <u>Contrapunto de género y raza en Puerto Rico</u>, editado por Idsa Alegría y Palmira Ríos (2005, Centro de Investigaciones Sociales, Universidad de Puerto Rico)

Ríos, P.   "Prefacio." <u>Por la vía de la exclusión. Homofobia y ciudadanía en Puerto Rico</u>. José Toro Alfonso. (2007, San Juan: Comisión de Derechos Civiles de Puerto Rico)

Ríos, P.   "Prólogo." <u>Análisis del sistema correccional puertorriqueño. Modelos de rehabilitación</u>. (2009: San Juan: Comisión de Derechos Civiles de Puerto Rico)

Ríos, P.   "Nuevas miradas a la crisis gubernamental en Puerto Rico." <u>Otros caminos. Propuestas para la crisis de Puerto Rico</u>, editado por Ángel Rosa Vélez (2012: San Juan: Isla Negra Editores)

Ríos, P.   "Prólogo." <u>Puerto Rico y los derechos humanos: una intersección plural</u>, editado por Javier Colón Morera e Idsa Alegría Ortega (2012, San Juan: Ediciones Callejón)

Ríos, P.   "La delegación de servicios públicos al Tercer Sector" en Ríos et al, <u>Reforma Gubernamental. Nuevo modelo organizativo para Puerto Rico.</u> (2014, San Juan: Asociación de Empleados del Estado Libre Asociado de Puerto Rico)

Ríos, P.   "Epílogo. La elusiva reforma gubernamental" en Santana, Negrón, Ríos et al, <u>Reforma Gubernamental. Un nuevo modelo organizativo para Puerto Rico</u> (2014, San Juan: Asociación de Empleados del Estado Libre Asociado de Puerto Rico)

Technical Reports:

Ríos, P.   <u>Report on Immigrant and Population Studies: CUNY Faculty Survey, 1987-1988</u>, (Staten Island, New York: Center for Immigrant and Population Studies, College of Staten Island, C.U.N.Y., 1989)

Ríos, P.   "Puerto Rican Workers in the New York City Labor Market."   Policy Paper Submitted Upon Request to the Honorable David Dinkins, Mayor of the City of New York (February 1990)

Ríos, P.   "Public Statement." Testimony before the New York State Assembly, Joint Public Hearing on Immigration and Labor Force in New York State of the Legislative Commission on Skill Development and Vocational Education, the Legislative Commission on Science and Technology, and the Task Force on New Americans. October 1, 1991.

Ríos, P.   (Editor), <u>Democracy Gone Astray, A Dossier on the 1994 Elections in the Dominican Republic</u>, (1994, New York: Committee for the Advancement of Democracy)

Ríos, P.   "Comentarios en torno al prejuicio y discrimen contra los dominicanos en Puerto Rico." (<u>Boletín de Derechos Civiles</u>, Comisión de Derechos Civiles de P.R., 1998)

Ríos, P. and Aponte, Dolores. <u>A National Agenda Against Racism. A Report to the Ford Foundation</u>. (2001)

Ríos, P.   Informe del Seminario <u>El futuro de la comunidad dominicana residente en Puerto Rico</u> para la Cámara de Diputados de la República Dominicana (Santo Domingo, Cámara de Diputados), 2000

Ríos, P.   Taller de adiestramiento a supervisores del Departamento de Corrección y Rehabilitación de Puerto Rico. Toma de Decisiones. 2003

Ríos, P. et al   <u>Bases para la gobernabilidad. Análisis de los consensos en las plataformas presentadas por los partidos políticos en las elecciones de 2004</u>. Escuela Graduada de Administración Pública, Universidad de Puerto Rico, Diciembre 2004

Ríos et al, <u>Informe de la Comisión Especial para la Reforma Fiscal</u>. Informe al Gobernador de Estado Libre Asociado de Puerto Rico.   Mayo 2005. (Publicado por <u>Revista de Administración Pública</u>, Vol. 39, Num. 1, Junio 2006)

Ríos et al, Recomendaciones de la Comisión de Derechos Civiles (CDC) al Colegio Universitario de Justicia Criminal de Puerto Rico (CUJC) en torno al currículo en derechos civiles. (2011)

Ríos et al, <u>Informe del Comité de Transición Entrante 2012</u>, Estado Libre Asociado de Puerto Rico. Diciembre 2012

Ríos et al, <u>Informe al Gobernador de la Comisión de Descentralización y Regiones Autónomas</u>. Marzo 2014

General Public:

Ríos, P.   "La democracia es portadora de mayor rebelión, de cambio e incluso de revolución. Entrevista a Gerard Pierre Charles." <u>En Rojo, Claridad</u>, 16-22 de octubre de 1987

Ríos, P. and Rafael Santos, "Dominican Republic 1990: Anatomy of a Crisis." <u>Crossroads</u>, No. 3, 1990.

Ríos, P., "Black Latino's Double Jeopardy." <u>New York Newsday</u>, October 25, 1991

Ríos, P.   "Puerto Rican Studies: By and for the People?" <u>Crítica</u>, November 1996

Ríos, P. et al. ¿Somos racistas? Cómo podemos combatir el racismo. (1997, San Juan:
	Comisión de Derechos Civiles de P.R.)

CONSULTING, MEMBERSHIPS AND OTHER PROFESSIONAL ACTIVITIES

2014	Member, International Scientific Committee, Centro de Investigación y Capacitación en Administración Pública, Universidad de Costa Rica
2013-14	Member, Comisión de Descentralización y Regiones Autónomas, Oficina del Gobernador de P.R.
2013 to present	Miembro, Agenda Mujer 50+, AARP, Puerto Rico
2013 to present	Member, Advisory Council of Land Use Plan, Planning Board of Puerto Rico
2012 to present	Member, Executive Council, Fideicomiso Padilla y Asencio
2012	Member, Comité de Transición Entrante 2012 del Estado Libre Asociado de P.R.
2011-2012	Consultant, Proyecto Inclusión Social, Fondo Sur-Sur HN Afrodescendientes. Banco Mundial
2011 -2013	Project Manager. Accreditation of the Security and Risk Manager Division of the University of Puerto Rico, Rio Piedras Campus
2011 to present	Member, Comité Coordinador Internacional, Cumbre Mundial de Afro descendientes, Honduras
2010 to present	Public Interest Representative, Comité Ad Hoc para la Formulación e implantación del protocolo de acceso, prestación de Servicios e intervención con las personas sin hogar (Ley 130)
2010 -2013	Member, Mesa de Diálogo Martin Luther King, Jr.
2007 -2009	Junta de Directores, Alianza para el Desarrollo de Puerto Rico
2007 -2012	Member, Consejo Regional, Red Iberoamericana de Organismos y Organizaciones contra la Discriminación (RIOOD), México
2007	Member, Consejo Asesor, Internados Roberto Sánchez Vilella, Oficina del Gobernador de Puerto Rico
2007	Coordinator, Certificado Profesionalización del Personal Gerencial y de Supervisión de la Rama Ejecutiva de la Oficina De Recursos Humanos del ELA (ORHELA), San Juan, PR
2007	Participant, Diálogo Intergeneracional de Mujeres Afrodescendientes. Fondo de las Naciones Unidas para la Infancia. Oficina Regional de la Amérícas y el Caribe. Panama.
2006	Member, Comité Coordinador Internacional. *Conferencia Regional de las Américas contra el Racismo, la Discriminación Racial, la Xenofobia y forma Conexas de Intolerancia.* Brasilia, Brasil
2006	Member, Junta de Directores, *National Institute for Latino Policy*, New York City, N.Y.
2005	Member, Consejo Asesor para el Desarrollo de la Carrera Pública del Gobernador del Estado Libre Asociado de P.R.
2005	Member, Comisión Especial para la Reforma Fiscal de P.R. del Gobernador del Estado Libre Asociado de P.R.
2004	Member, Proyecto Concertación Universitaria contra la

	Violencia de la Oficina de la Rectora del Recinto de Río Piedras Universidad de Puerto Rico
2004	Member, Comité Evaluador de Propuestas de la Fundación Operación Solidaridad
2002	Fellow, Avery Institute for Social Change Provincetown, Massachusetts
2001	Member, Junta de Directores, El Hogar del Niño, Inc.
2000 -2004	Member, Comité Coordinador, Alianza Continental de Organizaciones Afrolatinoamericanas y Caribeñas contra el Racismo, (Coordinación: Organizaciones Mundo Afro, Montevideo, Uruguay)
2000	Advisor, Comisión para propiciar la igualdad racial, Colegio de Abogados de Puerto Rico
1999-2001	Member, Comité Coordinador Internacional, Tercera Conferencia Mundial contra el Racismo, la Discriminación Racial, la Xenofobia y Formas Conexas de Intolerancia, Organización de Naciones Unidas
1998 – 2001	Advisor, Puerto Rican Legal Defense and Education Fund
1997 - 2000	Coordinadora, Instituto Puertorriqueño de Estudios de Raza e Identidad, Universidad de Puerto Rico
1997 – 1999	Advisor, Oficina de Participación Ciudadana, Municipio de Carolina
1997	Miembro de la Junta de la Comunidad 3, Municipio de Carolina
1997	Consultora, Proyecto de Afiliación de la Universidad de Puerto Rico y la Université d'Etat d'Haiti
1997	Advisor, Cámara de Representantes de la República Dominicana.
1996	Advisor, Comisión de Derechos Civiles de Puerto Rico
1996-1999	Member, Comité Coordinador y Coordinadora de la Red de Estudios de Gestión Pública, Proyecto Atlantea, Universidad de Puerto Rico
1995-1998	Member, Editorial Board, Caribbean Studies
1994	Member, Comité Consultivo Internacional, International Center for Migration, Ethnicity and Citizenship at the New School for Social Research
1994-1995	Advisory Council, New York State Assembly Task Force on New Americans (Chair: Senador Brian Murtaugh)
1994- 2000	Trustee, Davis Putter Scholarship Fund (Boston, MA)
1993 -1995	Member, Junta Editora Internacional, Identities. Studies in Culture and Power
1990-1995	Member and President of Board of Directors, Institute for Puerto Rican Policy
1990 to present	Expert commentator: Estados Unidos: New York Times, Newsweek, N.Y. Daily News, N.Y. Newsday, Pacifica Radio, Radio Wado, Canales 4, 21, 41 y 47. Puerto Rico: El Nuevo Día, Primera Hora, The San Juan Star, El Vocero, Radio Universidad, Canales 2, 4, 6, 11 y 13. WKAQ, Cadena Radio Puerto Rico, Radio Isla, WAPA
1989-1993	Member, Comité Asesor al Gobernador del Estado Libre Asociado de Puerto Rico para Asuntos de la Comunidad Puertorriqueña en los Estados Unidos

1992	Advisor, Graduate School of Management and Urban Policy – Community Development Agency (NYC), Evaluación de las Juntas de Acción Comunitaria de la Ciudad de Nueva York
1990-1991	Consultant, 1990 Census Speakers Bureau, Office of City Planning, Ciudad de Nueva York
1988-1989	Member, CUNY Research Foundation Awards Committee, Ethnic and Area Studies Panel
1992	Consultant, Schomburg Center for Research in Black Culture, Conferencia y Exhibición Black Women in the Americas
1984-1986	Member, Comité Ejecutivo y Junta Editora de *Cimarrón*, CUNY Association of Caribbean Studies

SCHOLARSHIPS AND AWARDS

2014   Award, Academic Excellence Award, , Cambridge College, San Juan Campus, P.R.

2013   Award, Distinguished Women 2013, Senate of Puerto Rico

2000   Award, Puerto Rican Legal Defense and Education Fund*, Advocate for Social Change Award*

1990   Scholarship, Faculty Development Grant, New School for Social Research

1992   Scholarship, Fulbright Scholarship

1989   Award, The World Who's Who of Women

1977   Scholarship, National Hispanic Scholarship Fund Scholar

1977   Scholarship, Council on Latin American Studies, Yale University

1975-1978   Fellowship, American Sociological Association

1974-1975   Scholarship, Fundación Campos del Toro

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

National Association of Schools of Public Affairs and Administration (NASPAA)
Red Interamericana de Educación en Administración Pública (INPAE)
Red de Municipalistas (REDEMUN)
Centro Latinoamericano de Administración para el Desarrollo (CLAD)

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ACADEMIC PREPARATION

J.D.   2003, Magna Cum Laude, Syracuse University, Technology Law, Intellectual Property, Certificates on Law and Technology Management and in Law and Market Economy. 3.504 GPA. Rank 28/247.

Ph.D. Mathematics (Statistics) 1983, University of California, Santa Barbara (UCSB). Group Testing, Linear Models, Experimental Design, Mathematical Statistics.

M.A.   Economics 1981, UCSB. Microeconomics, Operations Research, Econometrics.

M.A.   Statistics 1980, UCSB. Mathematical Statistics.

Certificate on Cartography, 1977, Defense Mapping School, Fort Belvoir, VA. Over 200 hours on Photogrammetry, Geodesy, Surveying, Map Production, Aerial Photo Interpretation.

Graduate Program Mathematics 1976-77, University of Puerto Rico, Rio Piedras, completed M.A. coursework and exams. Algebra, Lattice Theory.

B.S.   Mathematics, 1976, Magna Cum Laude. UPR, Rio Piedras. Elective courses on Political Science, Sociology, Education, Economics, Physics, Art, Music.

HONORS

2000-2003 University Fellow, Airport Fellow. Dean's List: second semesters 2000-2001; 2001-2002, both semesters 2002-2003. First in class in courses of: Legislation and Policy (Environmental Law), Law and Market Economy, Patent Prosecution. Elected to Justinian Honor Society, Syracuse University.

Appear in 1983 edition of Who's Who in California.

1983 – 1984 American Statistical Association - Census Bureau – National Science Foundation Research Associate.

1982 – 1983 Graduate Fellow, UCSB.

1979 – 1982 Scholarship of the President of the University of Puerto Rico.

1978 – 1982 Campus Fellow, UCSB.

1973 – 1977 UPR Honor's Scholarship.

WORK EXPERIENCE
Teaching

8/84 - Present   Assistant/Associate/Full Professor, Department of Mathematics, UPR, Rio Piedras.

1/02 – 5/02   Adjunct Instructor, Onondaga Community College, Teach course on Discrete Mathematics.

9/78 - 7/83   Adjunct Lecturer, Associate, Teaching Assistant, Department of Mathematics, UCSB.

9/82 - 6/83   Adjunct Instructor, Departments of Mathematics and of Computer Science, Santa Barbara City College. Hold Life Instructor Credential on Economics and Mathematics, The California Community Colleges, 1982

8/76 - 5/77   Department of Mathematics, UPR, Teaching Assistant.
Summer 87,89   Resource Center for Science and Engineering (RCSE). Summer workshop and Saturday follow up sessions for High School Teachers of Mathematics.
1986-87   RCSE Summer Camp and Saturday Academy for High School Students.
Summer 85,86,88 Faculty research sponsor to two high school students.

Graduate courses taught

Mathematical Statistics, Probability, Linear Models, Independent Studies, Projects in Applied Mathematics, Group Testing, Ranking and Selection, Sampling Techniques, Statistical Quality Control, Statistical Inference. Operations Research (Graduate School of Business Administration at UPR), Advanced Data Analysis and Experimental Design.

Undergraduate courses taught

Probability and Mathematical Statistics, Statistics for students majoring in communications, health sciences, Computer programming in Fortran, BASIC and Pascal, Calculus, Pre-calculus, Mathematics for Teachers, Remedial Mathematics, The Computer in the Economic Analysis (College of Social Sciences), Probability and Statistics (College of Business Administration), Discrete Mathematics.

Research Positions

2002-2003   Research Assistant, Technology Transfer Research Center, Syracuse University.
8/83 - 8/84   U. S. Census Bureau, Washington D. C., Mathematical Statistician (Research Associate) in joint Census Bureau-ASA research program funded by NSF. Dynamic Discrete-Continuous Macroeconomic Modeling
Summer 81   Minicars, 55 Depot Road, Goleta, California. Research Assistant. Linear modeling of automobile accidents.

Consulting

9/80 - 6/82 Statistical Consulting Laboratory, UCSB, Research Assistant, Research Associate. Consultant to PhD Dissertations in Education, Biology and English.
3/92 - 6/92 Workshops on Statistical Quality Control, GTE Sylvania, Humacao, Puerto Rico.

Administrative

1/2015 -   Dean for Graduate Studies and Research, University of Puerto Rico, Rio Piedras Campus.
9/2014-12/2014 Interim Assistant Dean of Graduate Programs and Research, College of Natural Sciences, UPR, Rio Piedras.
8/2009- 8/2014 Chair, Institute of Statistics and Computer Information Systems, College of Business Administration, UPR, Rio Piedras.
8/03 – 7/04   Academic Coordinator of Campus Technologies. Office of the Dean for Academic Affairs, UPR, Rio Piedras.
5/93 – 7/96   Project Director, Puerto Rico Statewide Systemic Initiative, Resource Center for Science and Engineering, UPR Responsible for a Mathematics and Science Reform Initiative. Coordinated with the P.R. Department of Education and the P.R. General Council on Education. Budget of over $24 million in 5 years.
1/93 - 5/93   Interim Dean for Academic Affairs, UPR Rio Piedras
8/91 - 1/93   Associate Dean for Academic Affairs, UPR, Rio Piedras
Among other duties, supervise the Library System, Office of the Registrar, Computational Laboratory for Faculty, Faculty Improvement Fund and university

Professional Schools; President, Campus and UPR System Academic Computing Committees.

8/88 - 8/91   Assistant Dean for Academic Affairs, UPR, Rio Piedras.   Supervise faculty appointments, responsible for university accreditation reports.

8/85 - 8/88   Coordinator of the Graduate Program in Mathematics, UPR, Rio Piedras.

Other

1996-98   Statistician-Evaluator, Partner-EMAEDUC Inc. Evaluation of Educational Projects. SJ, PR.

8/77 - 9/78   Cartographer, Mathematician Defense Mapping Agency, 6500 Brookes La., Wash. D.C.

UPR Committees

Several Institute of Statistics and Computer Information Systems committees, ex-oficio member.
Campus Discipline Board, elected by the Academic Senate 2007-2010
Academic Senator, elected by the College of Natural Sciences 2006-2009
Curriculum Committee, Dept of Mathematics, UPR, 2003-2008.
Personnel Committee, Dept of Mathematics, UPR, 2003-2008.
College Board, Office of Puerto Rico and Latin American Activities, Advisory Board, 1993-96.
Graduate Program Mathematics (President) 8/85 - 8/88.
Graduate Affairs Mathematics 8/87 - 8/88.
Graduate Mathematics Curriculum 8/85 - 12/86.
Undergraduate Mathematics Curriculum 8/85 - 8/89.
Graduate Mathematics Examination 8/84 - 8/89.
Liaison Committee with the College of Education 8/87 - 8/89.
Auctions Committee, UPR Río Piedras 1990-1994

PROJECTS AND GRANTS

- Group Testing to Identify the Sample Minimum. FIPI, UPR 1985-86.
- Multinomial Group Testing. FIPI, UPR 1987-88.
- Optimal Multinomial Group Testing. NSF planning grant, 10/86 - 7/88.
- Optimal Multinomial Group Testing. NSF EPSCoR group proposal, accepted 8/86
- Mathematics Equipment. 8/87 (O. Moreno, director) Group Testing computational proposal to NSF for a minicomputer, Alliant F/X-8.
- Group Testing Plans for Acceptance Sampling. FIPI, U.P.R., 1989-90.
- Entendiendo los que hacemos: Estadísticas para todos. Council on Higher Education, Summer 1994.

M.A. THESIS SUPERVISED

Segundo Díaz Meléndez, Quality Control Techniques for the Mean of Two Correlated Variables.
Carlos Martín Torres, The Optimal Solution to the Generalized Group Testing Problem.
Ileana Arroyo, Group Testing for Isolating a Single Defective.
Nidza Vicente, On the Distribution of the CUSUM Run Length.
Tawfig Abuosba, Multinomial Group Testing.
Gloria Vega Rodríguez, The Economic Design of Control Charts.
Maria I. Ripol, Exploratory Methods for Quality Control.
Evelyn Dávila, Group Testing Plans for Acceptance Sampling.

M.A. Thesis Committees

> Walter Cedeño, Wilfredo Martínez, Rosa López, Nilda Santiago, Maria de Jesús, Anneliesse Sánchez, Agda Cordero, Victorio Jauregui, Ivelisse Rubio, Jairo Fúquene, Raúl O. Sánchez, Mónica Nadal and others.

Ph.D. Thesis Committees Ismael Torres, College of Business Administration.

LANGUAGES AND COMPUTER SKILLS

Spanish, English. Knowledge of several computer languages, productivity software and specialized packages as well as with Internet and Web technology.

RELEVANT PUBLICATIONS AND ACTIVITIES

Jacek Welc and PJ Rodríguez Esquerdo, *Applied Regression Analysis for Business. Tools, Traps and Applications* (Tentative title). Textbook, work in progress 2014.

Rodríguez Esquerdo, Pedro J. (2011). Convergence of Random Variables. *International Encyclopedia of Statistical Science, Miodrag Lovric, ed., 2011*, Part 3, 297-300. Springer.

Espacios del Recinto de Río Piedras en la Web: Una evaluación preliminar 2004, Decanato de asuntos Académicos, Universidad de Puerto Rico, Recinto de Río Piedras.

Implicaciones del "Copyright y Fair Use" para la Educación a Distancia, Centeno Alayón, Purísima y Pedro Rodríguez Esquerdo, Simbiosis, Avances en Educación a Distancia, Vol. 1, Núm. 2, Año 2004, ISSN 1548-3436.

Workshop on Statistics for Research, Oct 21, 28 2005. Asociación Profesional Estudiantes Graduados UPR.

Principal author, textbook, *Estadística Descriptiva: una introducción conceptual al análisis de datos*. August 1997, with Ana H. Quintero and Gloria E. Vega. Editorial Autores Puertorriqueños. Rio Piedras. (adopted as High School textbook by the Puerto Rico Department of Education).

Papers presented at local and national meetings on the National Assessment of Educational Progress tests on Mathematics and Science for Puerto Rico, Estimation of Continuous Vector Autoregressive Models, Group Testing to Identify the Sample Minimum, Quality Control of Related Variables, Teaching with Technology.

Comité de Expertos de la Prueba Aptitud Académica, College Board, 2010-present. President.

Creator/Programmer/Webmaster: Instituto de Estadística y Sistemas Computadorizados de Información, esta.uprrp.edu; Espacio de Estadística estapr.com.

Resident Faculty on Technology, Center for Academic Excellence, UPR Rio Piedras Campus, 1999-2000,

Puerto Rico Standards Committees for Science, Mathematics, Assessment and Professional Standards, member, 1993-1996.

Workshops for mathematics and science K-12 teachers. Designed and conducted workshops.

Design of the 1990 and 1995 UPR Rio Piedras Accreditation Self-Study. Prepared and edited drafts of Follow-Up Report to the Middle States Association, 1989, Mid Point Review Report, 1995 and Self Study Design, 1995.

Advisory Committee, Hispanic Educational Telecommunications System, Learning Anytime Anywhere Partnerships (LAAP) Program, UPR 1999-2000,

Advisory Board, College Board, Office of Puerto Rico and Latin American Activities, 1994-97. Gold Certificate of Recognition for distinguished collaboration.

President of the Puerto Rico Action Committee, Regional Alliance for the Improvement of Education in Science, Mathematics and Technology, 1993-97.

Board of Directors, Regional Alliance for the Improvement of Education in Science, Mathematics and Technology, Cambridge, Massachusets,1993-97.

Academic Computing Symposiums. Presided over the organization of for the UPR Rio Piedras Campus (1990) and UPR System (1992).

Group Testing conference at SUNY, Buffalo, July 1981.

Group Testing conference at UC Riverside, May 1983.

Group Testing to Identify the Sample Minimum of a Uniform Discrete Distribution (Ph.D. Thesis, 1983, Milton Sobel, advisor).

Inspection of Related Variables. Quality Assurance 1984, Vol. 10, No. 1, pp 9-11, (with L. Pesotchinsky).

Group Testing to Identify the Sample Minimum (with M. Sobel and F. K. Hwang) US Census Bureau SRD Report. 1984 ASA annual conference, Philadelphia.

Chaired Bayesian Methods Session, August 1984, ASA meeting, Phil., Penn.

Estimation of Continuous Vector Autoregressive Models. Software and documentation, US Census Bureau SRD Report, 8/84.

The Optimal Solution to the Generalized Group Testing Problem (with Carlos Martín) Presented at the X Conference on Scientific Research, 2/86. SJ, PR

Simulating Discrete Time Data from a Continuous Vector Autoregressive Model. UPR Dept of Mathematics Technical Report, 1987.

Optimal Multinomial Group Testing, Presented at the 1987 meeting of NSF-MRI researchers, Washington DC, 3/87.

On Simulating the Normal Distribution. 1987, UPR Dept of Math Tech Rep.

Introduction to Descriptive Statistics. 1987, UPR Dept of Math Tech Rep.

Introduction to Counting and Probability. 1987, Dept of Math Tech Rep.

The Optimal Solution to a Group Testing Problem, with Carlos Martín. Invited plenary paper at the Third Interuniversity Seminar of Mathematics Research. April 16, 1988, Cayey.

Multivariate CUSUM Procedures. (with Nidza Vicente), presented at the Third Interuniversity Seminar on Mathematics Research, 4/16/88, Cayey.

Experiences in the Development of a Mathematics Workshop for High School Teachers, with Nancy Costas. Presented at the First Interuniversity Seminar for the Teaching of Mathematics, 1/1988.

The Economic Design of Control Charts. (with Gloria Vega), Presented at the Fourth Interuniversity Seminar on Mathematics Research, February 1989.

CURRICULUM VITAE

GLORIA DIAZ URBINA
Dean of Student Affairs
Urb. L'Antigua -Encantada
Via Paris LE-87 Trujillo Alto, PR
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<u>**E-mail**</u>

gloria.diaz5@upr.edu
utahupr9499@yahoo.com

<u>**Academic** Preparation</u>

2004   University of Utah - Ph. D.
                    Exercise and Sport Science (Special Populations)

1993   University of Puerto Rico - M. A.
                    Río Piedras Campus
                    Special Education

1987   University of Puerto Rico - B. A.
                    Río Piedras Campus
                    Physical Education

<u>**Work Experience**</u>

2015   **Dean of Student Affairs**
                    Office of the Dean of Students
                    University of Puerto Rico
                    Rio Piedras Campus

2012- 2014   **Associate Dean**
                    Office of the Dean of Administration
                    University of Puerto Rico
                    Rio Piedras Campus

2011- 2012   **Associate Dean**
                    Office of the Dean of Students
                    University of Puerto Rico
                    Rio Piedras Campus

2005-Present   **Faculty Athletic Representative (FAR)**
                    NCAA in UPR-RP

2000- Present   **University of Puerto Rico**
                    Río Piedras Campus

College of Education
Physical Education Department
Level (Bachelor's Professor)
Master's - EDFU6895

2008   **University of Puerto Rico**
Río Piedras Campus
College of Education (EDFI)
Acting Director

2005   **University of Puerto Rico**
Río Piedras Campus
College of Education
Assistant Director

2003-2004   **University of Puerto Rico**
Río Piedras Campus
College of Education
Academic Coordinator
Physical Education Department
Level (Bachelor's)

2000- Present **University of Puerto Rico**
FILIUS Institute- UPR Central Administration
PRATP Program
Resources
Level (Certification)

1998-1999   **Wasatch Homeless Clinic,**
Salt Lake City, Utah
Processor, Data Analyst, and Translator

1996-1998   **University of Utah**
Salt Lake City, Utah
Research Assistant
Assistant Professor

1993-1994   **University of Puerto Rico**
Medical Sciences Campus
Technical Support Program
Information Center Coordinator

1993   **US Department of Energy (Summer)**
World Bank
Washington, DC

Data Analyst and Processor

1990-1993   **University of Puerto Rico**
Río Piedras Campus
College of Education
Graduate Department of Education
Assistant Professor

1990-1992   **Guaynabo-Villalba Consortium**
Teacher for Young Student Dropouts

1990-1992   **Popular Bank of Puerto Rico, Cupey**
Sports Coordinator, Integral Wellness Division

1987-1998   **Department of Sports and Recreation**
Secretary of Adapted Recreation
Coordinator, Center for Physical Fitness, Camps, and Conferences

1985-1987   **University of Puerto Rico**
Río Piedras Campus
Sports Facilitator, Camp *Los Gallitos*

Professional Development

2012 - Suicide Prevention Workshop

2011 - Advanced Quality Assurance Review Team Member Training Workshop

2006 - **Present** - NCAA Annual Convention

2006 - Present - NCATE Accrediting Agency Workshop

2005 - Online Portfolio Workshops

2004 - SSPSX Workshops

2003 - Blackboard Workshops

2000 - **Present** - AAHPERD National Convention in Puerto Rico

1997, 1998, 1999, 2004 and 2005 - AAHPERD National Convention in the US

1997, 1998, and 1999 - AAHPERD National Convention in Utah

1997, 1998, y 1999- Participation in the development of continuing education courses for Adapted Physical Education Teachers in the University of Utah

Consulting

2007 - **DREC**- Director of Coach Training for the NCAA, UPR-RP

2006 - **Present**- Faculty Academic Representative (FAR) for the NCAA, UPR-RP

2006 - Council on Higher Education (CES) - Member

2004 - **Present** - Professor Advisor for UPR-RP's Association of Physical Education Students

2003 - **Present** - NCATE Coordinator for UPR-RP's Physical Education Department.

1997 - Technical Support Advisor, Vocational Rehabilitation

Publications

"Comparing Fine Motor Skills of Deaf and Hearing Children, Ten to Twelve Years Old" *Revista Mayéutica*

UPR Committees

Student Affairs Committee
Cafeteria Committee- UPR-RP
Disciplinary Committee, UPR-RP
Curriculum Committee
Library and Computing
Ad hoc Committee - NCATE
Personnel Committee (Departmental)

Presentations

2010 - "Recreational Alternatives for Deaf-Blind Individuals." Department of Education, Deaf-Blind Program. Hotel Sheraton, San Juan

2010 - "The Use of Technology in Special Populations." UPR, Cayey Campus

2009 - XI Biannual PRATP Conference, FILIUS Institute. Puerto Rico's Convention Center

2008 - "The Importance of Recreation as a Means for Physical Activity in Children." Government of Puerto Rico, Health Department. Physical Trainers Symposium in Caguas

2008 - "Diversity in the Classroom." Polytechnic University. Hato Rey, San Juan

2007 - Workshop for Teachers of Adapted Physical Education in the San Juan District

2007 - National Convention of Physical Education and Fitness in Puerto Rico. University of Turabo, Caguas

Presentations:
- "Paradigms of Our Profession"
- "Technology in Physical Education, Sports, and Recreation"

2007 - "Technology in Special Education." Puerto Rico's Curricular Association. Embassy Suites, Isla Verde

2007 - Adapted Sports – Personnel of the Centers for People with Disabilities of Puerto Rico, Southern Region. Department of Sports and Recreation, Ponce

2005 - Pan-American Congress on Physical Education. Santo Domingo, Dominican Republic

Presentations:
- "Motor Development in Children with Autism"
- "Technological Assistance in Sports and Recreation"

2003 - Pan-American Congress on Physical Education. Puebla, Mexico

Presentations:
- "The Role of Play in Adapted Physical Education"
- "Knowing the Standards of Adapted Physical Education Teachers"

2002 - "A Survey of Women´s Adapted Sports in Latin America" National Convention of the American College of Sports Medicine. Saint Louis, Missouri

2001- Pan-American Congress on Physical Education. Caracas, Venezuela

Presentations:
- "Theoretical and Practical Workshop on the Brockport Fitness Test"
- "Assistance from Technology for People with Disabilities"
- "Protocols for the Implementation of Physical and Motor Tests in the Deaf Population"

2000 - "Assistance from Technology for People with Disabilities in Physical Education and Recreation" Marriot Hotel, UPR Medical Sciences Campus

1998 - "Physical Activity for People with Brain Trauma and Orthopedic Injuries." Salt Lake Health Center, Utah

Certifications

ADVANCE ED
IRB, RCR, HIPPA
CPR and First Aid
Aerobics
Level 1 in Anthropometry (Evidence: http://home.coqui.net/fuser/listado.htm)

Seminars

2009 - NCAA National Convention. San Antonio, Texas

2008 - NCAA National Convention. Nashville, Tennessee

2007 - NCAA National Convention. Denver, Colorado

2000 - Research Seminar for the Puerto Rico's National Association of Physical Education and Recreation (Coordinator), Caribe Hilton Hotel

Collaboration

2010 - Education Fair, UPR- RP

2009 - **2010**- *Maratón del Pavo*, SER of Puerto Rico

2007 - Conference for Graduate Students from the Graduate Program in Exercise Sciences of the Department of Physical Education, UPR-RP

2000 - Participation in the Physical Fitness Workshop for *Retorno 2000*, UPR

2001 - Substituting for colleagues in classes such as: Computing, Physical Fitness

CURRICULUM VITAE		
Grisel E. Meléndez Dean of Administration School of Business Administration (FAE) Río Piedras Campus, University of Puerto Rico (UPR)		
CONTACT INFORMATION		
grisel.melendez@upr.edu (787) 764-0000 Ext. 84220		
Postal address: 1294 Juan Baiz Apto 2007 Parque de la Vista II San Juan, PR 00924	Cellular: 787-627-2040	
EDUCATION		
Post-Doctoral Degree		
Post-doctoral degree. (October, 2015, in process) INTEC. Dominican Republic	Human Resources Management	
Post-doctoral degree. (July, 2012) University of Florida, Gainesville	Management/ Marketing	
Doctoral Degree		
Ed. D. (November, 2011). University of Puerto Rico, Río Piedras Campus, San Juan, Puerto Rico.	Academic Management and Leadership 4.0 GPA	
Master's Degree		
MBA (December, 1990). University of Puerto Rico, Río Piedras Campus, San Juan, Puerto Rico.	Finance General GPA: 3.81, Major GPA 4.0 UPR Graduate School Finance Award	
Bachelor's Degree		
BBA (1988). University of Puerto Rico, Río Piedras Campus, San Juan, Puerto Rico.	Finance Major, Minor in Accounting 3.90 GPA, Major GPA 4.0 Angel Ramos Award Scholarship for Graduate Studies Association of Financial Analysts – Scholarship for Graduate Studies	

	University of Puerto Rico Business Administration – Academic Excellence Award Dean's List and Honor Student Program

LICENSES and CERTIFICATIONS

- CITI Collaborative Training: Ethics in Research Certification. (June, 2013)

- Certiport IC3 (2012). (Proctor and Administrator, UPR- RP)

- Human Participants Protection Education Certificate (2007)

INTELLECTUAL CONTRIBUTIONS

Publications in Peer Reviewed Journals

- Meléndez, G. (2015). Crowdfunding: Exploration, analysis and practices in Puerto Rico (submitted in October, 2014). *Forum* University of Puerto Rico, Arecibo Campus (accepted and in publication process, 2015)

- Meléndez, G. & Rodríguez, J. (2013). Percepciones de la mujer empresaria de Puerto Rico sobre sus necesidades educativas. *Cuadernos de investigación en la Educación*. University of Puerto Rico, Río Piedras Campus, College of Education Journal

- Meléndez, G. (2013). El liderato y la mujer. *Praxis@FAE,* Volume I, Num. 2.

Research Monographs

- Meléndez, G. (2011). Historias de vida de mujeres líderes en el sistema de educación superior de Puerto Rico. Doctoral dissertation approved, sumitted to UMI and approved

Peer Reviewed Proceedings

- Meléndez, G. (2014). A view to entrepreneurship and women from institutions theory perspective. (March 2014). Paper accepted for 9th Quest for global competitiveness. Annual conference. Topic: Entrepreneurship and women

- Meléndez, G. & Rodríguez, J. (2013). Percepciones de la mujer empresaria de Puerto Rico sobre sus necesidades educativas. (October 2013). Paper. CLADEA 2013 Annual Conference, Río de Janeiro, Brazil. Topic: Entrepreneurship and education

- Meléndez, G. & Huertas, M. (2011). Liderazgo de la mujer en instituciones de educación superior. (October, 2012). Paper. CLADEA, Perú, 2012 XLVII Annual Conference. Topic: Educación gerencial rompiendo fronteras. ISBN: 978-612-46367-0-7

Peer Reviewed Presentations	
• Research in the Caribbean: Challenges and Opportunities. Accepted Panel presentation. Academy of International Business, Southeast, USA, 2015 Annual Conference, Atlanta, Georgia	
• Differences between women and men regarding the decision to exploit entrepreneurial opportunities: The moderating effect of business incubators (research proposal). (October, 2013). Abstract and Power Point presentation. Academy of International Business, Southeast, USA, 2013 Annual Conference, Georgia Tech University. Audience: Academics. Atlanta, Georgia	
• Percepciones de la mujer empresaria de Puerto Rico sobre sus necesidades educativas. (October 2013). Paper and presentation. Wyndsor Atlantica Hotel, CLADEA 2013 conference. Topic: Entrepreneurship. Audience: Academics. Rio de Janeiro, Brazil	
• Microfinancing and women in Latin America. (November, 2012). Power Point Presentation as panelist. Florida Atlantic University, Academy of International Business, Southeast, USA, 2012 Annual Conference. Topic: Institutions and Emerging Markets. Audience: Academics. Fort Lauderdale, Florida, USA	
• Liderato de la mujer en Instituciones de Educación Superior. (October, 2012). Power Point Presentation. Embassy Suites Hotel, Asociación de Supervisión y desarrollo Curricular de Puerto Rico, 33ra Conferencia Educativa Anual. Tema: Liderazgo Educativo en el Siglo 21: Aprendizaje e Innovación Curricular. Audience: Professors and academy community in general. Isla Verde, Puerto Rico	
• Percepciones de la mujer empresaria de Puerto Rico sobre sus necesidades educativas. Research proposal. (September, 2012). Power Point presentation. University of Turabo, Caguas, Cuarto Congreso de Investigación en Disciplinas de Negocios y Empresarismo. Audience: Professors and academic community in general. Caguas, Puerto Rico.	
• Using institutional theory to explain differences between women's and men's decision to exploit entrepreneurial opportunities: Puerto Rico and the United States of America (proposal). (July, 2012). Power Point presentation. University of Florida, Gainesville. Audience: Professors Committee, including associate editor of Academy of Management peer reviewed journal and post-doctoral students. Gainesville, Florida	
• Historias de vida de mujeres líderes en educación superior. (November 2, 2011). Power Point presentation. Departamento de Estudios Graduados, Facultad de Educación, UPR. Audience: Professors Committee, graduate students. Río Piedras, PR	
• La mujer como líder en instituciones de educación superior. (March 23, 2010). Power Point presentation. Departamento de Estudios Graduados, Facultad de Educación, UPR. Audience: Professors Committee, graduate students. Río Piedras, PR	

• Historias de vida de cuatro mujeres líderes en instituciones de educación superior en Puerto Rico (proposal). (March 26, 2011). Power Point presentation. Departamento de Estudios Graduados, Facultad de Educación, UPR, Audience: Professors Committee, graduate students. Río Piedras, PR	
OTHER INTELLECTUAL CONTRIBUTIONS	
Technical and Special Reports	
• Análisis de jubilaciones y plan de reclutamiento. University of Puerto Rico, Río Piedras Campus. (September, 2015)	
• Aspectos Fiscales del proceso de matrícula, University of Puerto Rico, Río Piedras Campus. (August, 2015)	
• Technical Report on Cooperative Education and Internship programs. : College Business Administration, University of Puerto Rico, Río Piedras Campus. (March, 2014)	
• Technical Report and Faculty Recruitment Plan: College Business Administration, University of Puerto Rico, Río Piedras Campus. (September, 2013)	
• Aroma Express: Case study of a woman entrepreneur in Puerto Rico. (May, 2013). Analysis: work with a multidisciplinary group of business administration students.	
• Estudio de caso sobre la posible consolidación del Programa de Educación Comercial con el programa de Administración de Sistemas de Oficina. (Dec 13, 2010) Case study analyzing a possible integration of two academic programs. Reviewed by a graduate professor. Submitted to the Department of Office Systems and the Deanship of Academic Affairs UPR, RP	
• Guía para consolidación de del Programa de Educación Comercial con Administración de Sistemas de Oficina. (Dec 13, 2010) Complete guide for two academic programs consolidation. Reviewed by a graduate professor. Submitted to the Department of Office Systems and the Deanship of Academic Affairs UPR, RP	
Working Papers	
• Meléndez, G. & Rodríguez, J. (2013). Percepciones de la mujer empresaria de Puerto Rico sobre sus necesidades educativas. CICIA working paper series Brief description: women entrepreneurship, gender studies, education	

• Meléndez, G. & Huertas, M. (2011). Liderazgo de la mujer en el sistema de educación superior de Puerto Rico. CICIA working paper series. Brief description: Leadership, gender studies, higher education, life stories	
• Meléndez, G. (2007). *Cultura Organizacional*. CICIA Working Paper Series. College of Business, University of Puerto Rico, Río Piedras Brief description: Overview to literature on organizational culture topics	
Other Publications	
• Bravo Vick, M. (2009). *Evaluación de programas: Proceso sistemático y dinámico*. Meléndez, G. (Editor) San Juan, Puerto Rico Brief description: Text book for Programs Evaluation Graduate course	
• Meléndez, G. & Rivera Santiago, V. (2008). *Didactic material on Compensation and Benefits in Higher Education Institutions.* Web Page at: www.gruporenacer.com/compensacion.htm	
• Meléndez, G. (2007). Book Review: What about the boys? Published at: *Seminario Permanente de Métodos de Investigación Cualitativos y Cuantitativos, UPR RP. http://spmi.ac.pr/index.php?option=com_content&view=article&id=202:what-about-the-boys&catid=13:resede-libros-o-caplos-de-libros&Itemid=41* Brief description: Gender studies, gender dimension on learning topics	
Research in Progress	
• Puerto Rican Banking Industry: External environment changes and strategic actions (proposal in progress)	
• To be or not to be: Women and transformational leadership of the Human Resources Manager in Puerto Rico (proposal in progress)	
• Meléndez, G. Historias de vida de tres mujeres empresarias de Puerto Rico: Inicios, luchas y desarrollo. (proposal in progress) Brief description: Entrepreneurship, leadership, gender studies	
Other Presentations Delivered	
• La mujer en la educación superior: Retos y oportunidades (October 2014). Sponsor: Sororidad Internacional Alpha Delta Kappa de Puerto Rico, University of Puerto Rico, Mayagüez Campus. Audience: Professors and Students	
• Factores que afectan el compromiso organizacional: Una visión práctica (April 2013). Sponsor: University of Puerto Rico, Central Administration. Audience: Employees and supervisors. (Three conferences to president assistants	

• Historias de vida de cinco mujeres líderes en educación superior: dissertation extract. (March, 2012). Sponsor: Sistema de Bibliotecas Universidad de Puerto Rico, Río Piedras, PR. Audience: Library System Employees, Library Director	
• Historias de vida de mujeres líderes en educación superior (November, 2011). Sponsor: College of Education, University of Puerto Rico, Río Piedras, PR. Audience: Doctoral students (gender studies graduate course)	
• La mujer líder en instituciones de educación superior. (April 29, 2011). APEC (Asociación de Profesores de Educación Comercial) Seminar, Sponsored by APEC. Audience APEC membership (professors and students), Guaynabo, PR	
• Estudio de caso sobre posible consolidación ADSO-PEC. (April 8, 2011). Power Point Presentation. Sponsor: Office Systems Administration Department. Audience: Systems Administration Department Professors. UPR- Río Piedras, PR	

Research Mentoring

• Business Plans. Undergraduate student's proposals. Completed, May 2011

Others

• Meléndez, G. (2015). Crowdfunding: Exploration, analysis and practices in Puerto Rico (March, 2015). Paper submitted for BALAS 2015. Annual conference. Topic: Crowdfunding in Puerto Rico, crowdsourcing (paper accepted, but not presented).	
• Meléndez, G. (2015). Succession process and the impact of gender in Puerto Rican family businesses: An exploratory study. (March, 2015). Paper submitted for BALAS 2015. Annual conference. Topic: Succession in Puerto Rico, gender studies (paper accepted, but not presented)	

TEACHING PERFORMANCE

Student's Evaluations

• Strategic Management (2014, 2015.	
• Introduction to management course (2012)	
• Multidisciplinary Seminar (2011), Finance (2004), 91%.	

Peer's Evaluations

• Strategic Management (2014, 2015)	
• Introduction to management course (2012)	
• Multidisciplinary Seminar (2011)	

Teaching Resources Designed

• Statistics and Finance Exercises (2011)	
• Peachtree Manual, compressed version (2011)	

CONTINUOUS EDUCATION

Academic and Professional Courses, Seminars, Workshops and Conferences

• Workshop: VozCuerpoVoz Iniciativas de Investigación y Actividad Creativa Subgraduadas (iINAS).(June, 2015) University of Puerto Rico, Rio Piedras (four days)	
• Seminar: Programa de Control Interno y de Prevención (PROCIP). OC-15-17 y COSO. (April, 2015). Oficina del Contralor de Puerto Rico, Hato Rey (one day)	
• Conference: Acomodo Razonable (Handicapped students) Ley 150 Puerto Rico (April, 2015) University of Puerto Rico, Rio Piedras (one hour)	
• Workshop: Media relations for Deans (March, 2015). University of Puerto Rico, Rio Piedras (three hours)	
• Conference: Parlamentary Protocol (February, 2015). University of Puerto Rico, Rio Piedras (three hours)	
• Seminar/Workshop: Assessment (November, 2014). Sponsored by AACSB International. [two days]	
• Conference: Improving abilities to address fraud and corruption in the workplace (October, 2014). Sponsored by: Accounting Department and Colegio CPA. University of Puerto Rico, Río Piedras Campus. [three hours]	
• Conference: Publish or Perish (September, 2013). Sponsored by: Centro de Investigaciones Comerciales, College of Business, University of Puerto Rico, Río Piedras Campus. [three hours]	
• Training: Mentoría en la investigación: Aplicando el módulo de CITI Program del curso conducta responsable en la investigación (August, 2013). Sponsored by: Center for Academic Excellence, University of Puerto Rico, Río Piedras Campus. [three hours]	
• Webinar: Dealing with ethical dilemmas: Strategies for leaders in higher education.(July, 2013). Sponsored by: Innovative Educators. [one hour]	
• Webinar: East Africa's Tourism Industry Poised for Growth. (June, 2013). Sponsoreb by: Euro monitor International. [one hour]	
• Webinar: How to succeed in Emerging Markets (June, 2013). Sponsoreb by: Euro monitor International. [one hour]	

• Training: Trato digno a las personas de Edad Avanzada (June, 2013). Sponsored by: Puerto Rico Government Ethics Office. [four hours].	
• Webinar: Introduction to EthicsGame for Business Programs. (May, 2013) Sponsored by: Ethics Game. [one hour].	
• Workshop: The Silicon Valley Formula. (May, 2013). Sponsored by: Echar Pa'lante Program, Banco Popular de Puerto Rico. [three hours]	
• Conference: Tercer Encuentro de Decanos y Directores de Facultades y Escuelas de Administración de Empresas y Negocios. (March, 2013). Sponsored by: College of Business, University of Puerto Rico, Río Piedras Campus. [three hours].	
• Workshop: GOBI3 (PICIC). (October, 2012). Sponsored by: Sistema de Bibliotecas, University of Puerto Rico, Río Piedras Campus. [two hours].	
• Training: Reclutamiento: Enfoques, procesos y procedimiento evaluación del personal docente. (November, 2012). Sponsored by: Center for Academic Excellence, University of Puerto Rico, Río Piedras Campus. [four hours].	
• Training: Jeanne Clery Act (November, 2012). Sponsored by: Chancellor's Office, University of Puerto Rico, Río Piedras Campus. [three hours].	
• Workshop: Budget Transfer Module UFIS (October, 2012). Sponsored by: Office of Planning and Budget, University of Puerto Rico, Río Piedras Campus. DECEP office. [three hours].	
• Workshop: GOBI3 as a research tool (October, 2012). Sponsored by: Business Administration Library and Centro de Investigaciones Comerciales e Iniciativas Académicas, Facultad de Administración de Empresas, Universidad de Puerto Rico, Recinto de Río Piedras. Trading Room, Business Library. [three hours].	
• Seminar: Políticas de preferencia y procedimientos adecuados en la adquisición de bienes y servicios no profesionales (September, 2012). Sponsored by: Departamento de Desarrollo Económico y Comercio (PRIDCO). Centro de Convenciones de Puerto Rico. [eight hours].	
• Conference: Federal Reserve Bank briefing con Puerto Rico Economy (August, 2012). Sponsored by: University of Puerto Rico, Carolina Campus. Hotel La Concha, Condado, PR. [three hours].	
• International Congress: CLADEA Innovación y desarrollo empresarial: Futuro Económico de América Latina (October, 2011). Sponsored by: Sistema Ana G. Méndez, San Juan, PR [one weekend].	
• Workshop: Microsoft One Note. (December, 2011). Sponsored by: College of Business Administration, University of Puerto Rico, Río Piedras Campus. [two hours].	
• Conference: Programa de Competencias de Información (2011). Sponsored by: Sistema de Bibliotecas, University of Puerto Rico, Río Piedras Campus. [two hours].	

• Conference: Lo que todo gerente debe saber sobre OSHQ (seguridad y salud ocupacional) (November, 2011). Sponsored by: OPASO, University of Puerto Rico, Río Piedras Campus. [two hours].	
• Conference: Small Business Administration and Puerto Rico Office of the commissioner on Financial Institutions Panel. (August, 2011). College of Business Administration, University of Puerto Rico, Río Piedras Campus. [two hours].	
• Workshop: Intellectual Contributions (2011). Sponsored by: College of Business Administration. [9 hours].	
• Workshop: Strategic Thinking and Planning for the University of Puerto Rico: Making a good university even better, Workshop. (2011). Sponsored by Chancellor's Office, UPR, RP. [two days].	
• Conference: Segundo encuentro de decanos y directores de escuelas de negocios, (2011). Sponsored by: College of Business, University of Puerto Rico, Río Piedras, PR. [three hours].	
• Acciones transformadoras para las competencias de ética y de administración de empresas, Workshop (2011). Sponsored by: College of Business, University of Puerto Rico, Río Piedras, PR. [two hours].	
• Reinventando la investigación cualitativa desde las experiencias vividas en el campo, Workshop (2010). Sponsored by: Centro de Investigaciones Educativas, College of Education, University of Puerto Rico, Río Piedras. [three hours].	
• Primer encuentro de investigadores cualitativos (2010). Sponsored by: Centro para la Investigación Graduada, College of Education, University of Puerto Rico, Río Piedras. [one weekend].	
• 7th Quest for Global Competitiveness (2010). Sponsored by: College of Business, University of Puerto Rico, Río Piedras, PR. [one weekend].	
• Advanced Blackboard Workshops. (2009). Sponsored by: Lab Cad, UPR , Río Piedras, [12 hours, 3 sessions].	
• Assessment Workshops. (2009). Sponsored by: Academic Excellence Center, UPR , Río Piedras, [12 hours, 3 sessions].	
• Excel for researchers Workshop. (2009). Sponsored by: Academic Excellence Center, UPR , Río Piedras, [3 hours].	
• SPSS: Descriptive and inferential statistics for researchers, Workshop. (2009). Sponsored by: Academic Excellence Center, UPR , Río Piedras, [9 hours].	
• Distance Learning Workshop. (2009). Sponsored by: DTAA, UPR , Río Piedras, [3 hours].	
• Alumni gatherings. Topic: "ARRA funds for Puerto Rico". (2009). Sponsored by: AFAE, Alumni College of Business Organization, Río Piedras, PR. [3 hours].	

• Manejo emocional para una mayor convivencia ética, Conference. (2009). Sponsored by: Centro para el Desarrollo del Pensamiento Ético, Oficina de Ética Gubernamental. San Juan, PR.	
• Prevención, manejo y extinción de incendios, Desalojos de Edificios y Planes de Desalojo, Training. (2009). Sponsored by: University of Puerto Rico, Río Piedras Campus.	
• Contigo Universidades: Programa de capacitación financiera y empresarial (2008). Sponsored by: Santander universidades, San Juan, PR. [3 hours].	
• Alumni gatherings. Topic: "Puerto Rico Economy in a global context". (2007). Sponsored by: AFAE, Alumni College of Business Organization, Río Piedras, [3 hours].	
• Front Page. (2006). Sponsored by: Academic Excellence Center, UPR , Río Piedras, [3 hours] .	
• Curriculum Conference. (2005). Sponsored by: Academic Excellence Center, UPR , Río Piedras, [3 hours].	
• External funds proposals preparation Workshop. (2004). Sponsored by: Academic Excellence Center, UPR , Río Piedras, [3 hours].	
• Diversity Recruitment and Selection. (2002). Symposium, sponsored by General Electric Company, Washington DC, USA. [one weekend].	
• Leadership Weekend. (2001). Workshop, sponsored by Ford Motor Company, Detroit, MI, USA. [one weekend].	
• Educator's Forum. (2000). Workshop, sponsored by Walt Disney World, Orlando, FL, USA. [one weekend].	
• Real Estate Courses (1993). Courses, sponsored by San Juan Board of Realtors, San Juan, Puerto Rico. [58 hours].	
• Doctoral Finance Courses (1991-1992). Scholarship of the University of Puerto Rico System. Gainesville University, Florida, USA, [one semester].	
ACADEMIC ENGAGEMENT	
Service to Institution and Academia	
• International Journal of Emerging Markets (IJEM), UK. Emerald Group Publishing Limited. Papers reviewer.	
• Academy of International Business (AIB) Southeast Conference (2012), USA. Papers reviewer.	
• Junta de Subastas de Compras y Suministros (2012- 2015), University of Puerto Rico, Río Piedras Campus. Member.	

• Junta de Subastas de Mejoras Permanentes (2011- present), University of Puerto Rico System. Río Piedras Campus Representative.	
• Employment Fair Event Committee (2004-2006). Member.	
• Programa de Estudios Internacionales e Intercambio. University of Puerto Rico, Carolina Campus (2004). Voluntary work.	
• Encuentro universitario en celebración del centenario de la Universidad de Puerto Rico (2003). Collaborator.	
• Honor Program Studies Coordinator for the College of Business (2001-2003) Brief description: Participated on recruitment and selection process of students for honor program. Helped with logistics of honor program welcome activity for the students (sponsorships). Promoted the program among students increasing participation by 50%.	
Service to Business School	
• Association to Advance Collegiate Schools of Business (AACSB) Accreditation Steering Committee (2006-2013). Member. College of Business Administration, University of Puerto Rico, Río Piedras Campus. • Accreditation Board for Engineering and Technology (ABET) Accreditation Committee (2011). Member. College of Business Administration, University of Puerto Rico, Río Piedras Campus.	
• 80 Anniversary, College of Business Administration. (2006). Collaborator. College of Business Administration, University of Puerto Rico, Río Piedras Campus.	
• Society for Human Resources Management [UPR- RP Student chapter] (2003). Academic Advisor. College of Business Administration, University of Puerto Rico, Río Piedras Campus. Top Ten Merit Award for 2003.	
• Coordinator Coop Program (1998-2010). Professional and academic advisor, internship opportunities for students. Brief description: Uncharged of identifying coop opportunities for business students; coordinating and assessing academic enrichment efforts through coop experiences. Leader of a team composed of 10 professors.	
• Coordinator Liaison Program (1993-2006). Professional and academic advisor. Brief description: Promoted employment and professional development opportunities including research, scholarships and internships. Created justification, guidelines, procedures and promotional materials, raised external funds for materials and equipment near $100,000.	
• *Forum* Magazine, University of Puerto Rico Río Piedras Campus (1995-1999) Brief description: Articles Evaluation Committee	

Service to Department	
- Curriculum Committee Member Management Department (2014). - Coop Program, Finance Area Coordinator, Finance Department, University of Puerto Rico, Río Piedras Campus (1993- 2010). Promoted coop opportunities for finance students. - Group Leader, Educational travel with finance students to New York City. Finance Department, University of Puerto Rico, Río Piedras Campus (Summer 1991).	
Community Services	
Director Choir Jesús Mediador Church (2012-present).	
Miembro de la Junta de Padres. Centro de Desarrollo Pre-escolar, Universidad de Puerto Rico, Recinto de Río Piedras, (2012-2014).	
Web pages: Web master and creator of: www.gruporenacer.com and griselmelendez.com (country music from Puerto Rico and Christian Music), 2007	
Folkloric Puerto Rican music singer and producer, represented PR in the continental US, Smithsonian (illustrated conference on folkloric music), Hawaii, Puerto Rican Parades, among others. Produced 6 PBS Television specials. Recorded 8 professional CD's one nominated for Premios Tu Música 1998 (*Aquí me quedo*) and other nominated to a Latin Grammy 2006 (*Puerto Rico te Saluda*). (1991-present).	
Christian Music singer, ministered in Guatemala, Miami, Washington, Argentina and Spain among others doing social work in those travels. Recorded 3 professional CD's (2004- present)	
Conductor- Christian Music Radio Program WKVM (AM 81), Puerto Rico Station. (2009).	
Producer and Conductor- Folkloric Music Radio Program WKVM (AM 81), Puerto Rico Station (1994-1996).	
Evaluator, Fomento Administration Scholarships for Graduate Students, San Juan, Puerto Rico (1991-1992).	
EMPLOYMENT HISTORY	
Academic Positions	

Assistant Professor, Management Department, College of Business Administration, University of Puerto Rico, Río Piedras Campus (2012-present) Courses: Management basic course/ Strategic Management course. Also assessment and coordination for those courses.	
Assistant Professor, Finance Department, College of Business Administration, University of Puerto Rico, Río Piedras Campus (1990- present). Courses: Corporate Finance, Money and Banking, Working Capital Management Cooperative Education in Finance and Seminar on Finance Contemporary Topics (Advanced Undergraduate Course, Summer 2014)	
Assistant Professor, Systems Administration Department, College of Business Administration, University of Puerto Rico, Río Piedras Campus (2011- present). Course: Entrepreneurship Seminar (basic entrepreneurship theory, statistics and finance)	
Instructor, Business Administration Department, University of Puerto Rico in Carolina, Carolina, PR (2002-2004). Courses: Money and Banking, Advanced Financial Markets and Institutions	
Instructor, Business Administration and Economics Department Inter American University, San Juan Campus (2002). Courses: Investments, Money & Capital Markets and Finance Seminar	
Administrative Positions	
Dean of Administration, University of Puerto Rico, Río Piedras Campus (2015- present)	
Assistant Dean, College of Business Administration, University of Puerto Rico, Río Piedras Campus (2007- 2014). Brief description: Management of the College of Business Administration- Financial, physical and human resources. Manager of College consolidated budget. Leader of several successful projects, such as, human resources reorganization and infrastructure changes on a 1958 building.	
Special Assistant to the Dean, College of Business Administration, University of Puerto Rico, Río Piedras Campus (1993). Brief description: Served on duties of student and academic affairs for 6 months.	
Professional Positions	
Financial Analyst, Searle Pharmaceuticals, Caguas, PR (1989-1992). Brief description: worked on a team for budget procedures and formulation and presentation, prepared financial variations, cost reductions, capital investment project and	

evaluations, participated on the PRISM Accounting and Budget System implementation, volunteer of the HR Department Activities Committee.	
AWARDS	
• Administrative Board Full Scholarship for post-doctoral degree (2012).	
• Recipient of Research Initiatives Grant (2012-2013). University of Puerto Rico, Río Piedras	
• Recipient of Research Initiatives Grant (2011-2012). University of Puerto Rico, Río Piedras.	
• Latin Grammy Nomination- The Recoding Academy, USA (2006).	
• INSPIRA Award- National Association of Hispanic MBA's, San Juan PR Chapter (2004).	
• Center for Academic Excellence, University of Puerto Rico, Río Piedras (2000)	
• Business Administration – UPR Graduate School Finance Award (1990)	
• Angel Ramos Award Scholarship for Graduate Studies (1989-90) • Association of Financial Analysts – Scholarship for Graduate Studies (1988)	
• University of Puerto Rico Business Administration – Academic Excellence Award (1988)	
• Dean's List and Honor Student Program (1986-90)	
PROFESSIONAL MEMBERSHIPS	
• Member of Golden Key Honor Society (2011-present)	
• Association of Latino Professionals in Finance and Accounting Honorary Member (2005-present)	
• National Society of Hispanic MBA's Honorary Member (2004-present).	
• Institute of Management Accountants Member (1991-1994).	

Appendix 3.5: Profiles of Executive Deans

Position	Name	Highest Degree	Discipline	Years of Service	Rank
Dean of Academic Affairs	Dr. Palmira N. Ríos González	PhD Yale University	Sociology	20	Professor
Dean of Graduate Studies and Research	Dr. Pedro J. Rodríguez Esquerdo	PhD University of CA	Mathematics	30	Professor
Dean of Administration	Dr. Grisel Meléndez	EdD, UPR-RP Post-doctorate U Florida, Gainesville	Education	23	Professor
Dean of Student Affairs	Dr. Gloria Díaz Urbina	PhD University of Utah	Exercise Sciences	15	Associate Professor

Appendix 3.6: Profiles of Deans and Directors

College, School, or Unit	Dean/Director	Academic Degree	Discipline	Years of Service	Rank
School of Architecture	Arch. Francisco Rodríguez Suárez	M Arch. Harvard University	Architecture	10	Associate Professor
College of Business Administration	Dr. José González Taboada	PhD Kent State University	Accounting	21	Professor
College of Education	Dr. Roamé Torres González	EdD University of Massachusetts	Education	30	Professor
College of General Studies	Dr. Carlos Rodríguez Fraticelli	PhD University of CA	History	24	Professor
College of Humanities	Dr. María de los A. Castro Arroyo	PhD Complutense University, Madrid	History	37	Professor
School of Law	Vivian I. Neptune Rivera, Esq.	LLM Columbia University	Law	7	Associate Professor
College of Natural Sciences	Dr. Carlos I. González Vargas	Rutgers University PhD	Philosophy	12	Associate Professor
College of Social Sciences	Dr. Dagmar Guardiola Ortiz	PhD Ohio State University	Social Work	26	Professor
School of Communication	Dr. Jorge Santiago Pintor	PHD University of Puerto Rico	Psychology	21	Associate Professor
School of Planning	Dr. Carmen M. Concepción	PhD University of CA	Environmental Sciences	15	Professor
Graduate School of Information Sciences and Technologies	Dr. José Sánchez Lugo	EdD Pennsylvania State U	Education	15	Professor
Library System	Prof. Miguel A. Santiago Rivera	PhD Carlos III University of Madrid	Library Sciences	20	Professor

Appendix 3.7: Support from Administrative Units

Office of Strategic Planning and Budget (OPEP)
The main responsibility of OPEP is to collect and maintain first-rate evidence of institutional effectiveness. Its functions are related to three main areas: strategic planning and assessment of institutional effectiveness, budget projections, and institutional research. OPEP supports the work of administrators, including executive and college deans, by providing advice and technical support for institutional research projects and producing annual assessment reports on institutional effectiveness. While this unit is productive and highly skilled, its staff has been dramatically reduced in recent years and personnel sometimes find it difficult to respond to requests for data in a timely manner.

Office of Internal Auditors (OAI)
As a public corporation, the UPR-RP is audited by the Office of the Comptroller of Puerto Rico (OCPR), as established by Puerto Rican law. The OCPR examines revenue, income, accounts, and disbursements to determine whether funds have been correctly managed. The UPR-RP is also audited by the Governing Board's Office of Internal Auditors (OAI).

Following an audit, the OAI and the OCPR issue an audit report that presents their findings and recommendations, which are directed toward upper management. The Campus Audit Coordinator follows up with those responsible for implementing the corrective actions noted in the audit reports issued by the OCPR, the OAI, and outside auditors.

Division of Academic and Administrative Technologies (DTAA)
The DTAA reports directly to the Chancellor. This unit is currently reviewing the Human Resources System (HRS) for personnel data, the Student Information System (SIS) for canvasing student information, the FRS system for financial information, and the SAGA system (System for Managerial, Academic, and Administrative Support) for management infrastructure. The strengths and weaknesses of these systems are being assessed so that stronger and more efficient systems can be put in place if needed.

The DTAA also provides help-desk service to callers for solving technology-related problems. It has recently offered professional workshops on E-learning and programs for non-teaching staff and faculty. It was responsible for the expansion of campus wireless services in 2012 and the recent replacement of the antennas installed in 2002 as part of the project's first phase.

DTAA provides students, faculty, and non-teaching staff with institutional email and access to Blackboard and administrative accounts. These services have become more reliable in the last few years. Another improvement is the "grades online" service, which allows faculty members to enter mid-term and semester grades and manage incompletes via the Internet. Numerous services have recently been added to the electronic student portal *Miupi,* including tuition payment, a grade registry, course selection, course schedules, academic progress, and student voting. In

addition, Blackboard services have been stabilized and expanded. Additional improvements, additions, and services will be completed by 2017.

DTAA identified the following four projects as some of its most significant current projects:

- Modifying administrative information systems for finances and human resources, to be completed by December 20, 2015.
- Modifying the student system in order to add cell-phone and web access to student services by 2017.
- Expanding wireless network services from 400 points with 12,000-user capacity to 500 points with 16,000-user capacity.
- Integration of data, voice, and video network, and update of telecommunications infrastructure on campus. Cost: $1.5 million.

The following were identified as priority projects that the unit's leadership hopes to accomplish in the next three to five years:

- Improving network infrastructure services to the community and expanding to 24/7 access, while complying with security standards.
- Continuing technical support to administrative and academic computing systems.
- Implementing changes to administrative systems and transforming management of student services to web-based information systems.

Appendix 3.8: Information Systems Comments for Future Consideration

- SIS allows users to see student registration records, but does not allow queries from which to build reports (e.g., how many times a student has repeated a course, how many students have taken a given course within the past five years; faculty publications). Measures must be taken to ensure that private or confidential information is always separated from data that must be readily available for statistical analysis.
- The conception and creation of SAGA was a timely institutional action taken to improve the collection and analysis of institutional data. The purpose of SAGA was to centralize and unify data from two different information systems (SIS and HRS). A data warehouse, it allows for easy integration of multiple data sources, records historic data consistently, and helps improve the quality of data by facilitating correction. However, since its implementation those strengths have been exploited neither for training new management nor for supporting personnel in its use.
- FACTUM, which was developed more than a decade ago to document faculty academic activities and overall productivity, allows faculty to record professional achievements (publications, talks given, grants awarded, and community involvement) and generate reports on academic activities. FACTUM appears to have the capacity for administrators such as department directors to access information that has been uploaded by the members of their unit and use that information to generate monthly reports and other administration documents. However, it is seldom if ever used this way. Those who use FACTUM are frustrated when they are asked to generate reports that include information they have already entered in the system. The consistent use of FACTUM could contribute to more efficient processes.

Appendix 4.1: Human Subjects Applications for AY 2009-10 through 2013-14

College/School/Unit	2009-10 Received	2009-10 Approved (%)	2010-11 Received	2010-11 Approved (%)	2011-12 Received	2011-12 Approved (%)	2012-13 Received	2012-13 Approved (%)	2013-14 Received	2013-14 Approved (%)
Human Subjects Applications by Academic Year										
Business Administration	6	4 (66)	2	2 (100)	8	8 (100)	8	8 (100)	10	8 (80)
Natural Sciences	4	4 (100)	2	2 (100)	8	5 (62)	2	2 (100)	4	3 (75)
Social Sciences	21	19 (90)	20	17 (85)	11	10 (90)	23	19 (82)	21	18 (85)
Education	8	7 (87)	11	8 (72)	17	15 (88)	15	13 (86)	9	8 (88)
General Studies	1	1 (100)	0	0	2	2 (100)	0	0	2	2 (100)
Humanities	3	3 (100)	2	2 (100)	0	0	1	1 (100)	1	0
Architecture	0	0 (100)	0	0 (100)	0	0	1	1 (100)	0	0
Communication	1	0	1	1 (100)	0	0	1	1 (100)	0	0
Law	0	0	0	0	0	0	1	1 (100)	1	1 (100)
Graduate School of Science & Information Technology	0	0	0	0	1	1 (100)	2	2 (100)	2	2 (100)
Graduate School of Planning	1	1 (100)	2	2 (100)	1	0	0	0	1	1 (100)
Offices of Deans of Students**	6	4 (66)	2	2 (100)	1	1 (100)	3	2 (66)	4	4 (100)
Library System	0	0	0	0	1	1 (100)	0	0	0	0
CAUCE	0	0	0	0	0	0	1	0	0	0
Outside Researchers	14	12 (86)	5	4 (80)	8	7 (87.5)	5	5 (100)	3	3 (100)

Source: DEGI Committee for the Protection of Human Research (CIPSHI); Prepared October 28, 2014

**Includes Offices of the Deans of Graduate Studies and Research and Academic Affairs as well BA and MA student

Appendix 4.2: New Tenure-Track Hires at UPR-RP by Unit, 2011-15

College, School, or Unit	Number of New TT Searches Authorized
College of Business Administration	5
College of Education	2
College of General Studies	0
College of Humanities	14
College of Natural Sciences	13
College of Social Sciences	14
School of Architecture	1
School of Communication	1
School of Law	1
School of Planning	2
Graduate School of Science and Information Technologies	3
Library System	1
Total	57

Source: OPEP, July 2015

Appendix 5.1: Profile for UPR-RP Graduate Holding a Bachelor's Degree

The undergraduate profile for UPR-RP graduates is framed by the Mission of the Río Piedras campus. The Mission of the campus charges the institution with fostering the integral education of students through programs of study that promote intellectual curiosity, critical thinking, lifelong learning, effective communication, the appreciation and development of ethical and aesthetic values, participation in campus processes, as well as reflection and social responsibility. Furthermore, the university is to provide an undergraduate education of excellence that fosters an integral vision of knowledge. The institution must balance general education with education in areas of specialization and develop competence in independent study and research.

The graduate profile identifies the characteristics students are expected to display at the end of their undergraduate experience. Moreover, it establishes the institution's commitment to the integral education of students who pursue a bachelor's degree.

The eleven characteristics listed in the profile provide guidelines for the design of curricular content, course sequencing, learning experiences and student services, their physical context and the allocation of resources for complying with them. These characteristics can inform the development of assessment plans that will serve as a tool for measuring and strengthening student learning success at the undergraduate level.

The profile:

The student who completes an undergraduate program in the Río Piedras campus:

1. Will develop skills necessary for critical and reflexive thinking that promote social, cultural, environmental, and civic responsibility as well as inform the learning process throughout his or her life.
2. Will be able to communicate effectively in oral and written communication in Spanish, in English as a second language, and to the extent possible, in a third language; and will have acquired knowledge of the literary and cultural heritage of these languages.
3. Will understand the process of the creation of knowledge in various fields of study and the connections among them.
4. Will develop aesthetic sensibilities through art and literature; understanding of human processes across space and time; comprehension of the concepts and methodology of the natural and social sciences, and the humanities; the capacity for mathematical and logical and/or quantitative reasoning and an understanding of how they relate to his or her overall health.
5. Will have knowledge of the impact of human endeavors on the environment and demonstrate an ethics of respect toward the environment.
6. Will have acquired significant knowledge and skills in at least one field of study or discipline.
7. Will have acquired knowledge and competence in the areas necessary for research and creative work.

8. Will have developed a critical understanding of various forms of thought and normative practices; which include, among others, ethics, law, morality, and religion.
9. Will comprehend, and be able to evaluate and perform within the Puerto Rican context, as well as within situations of cultural diversity and those formed by Caribbean, hemispheric, and global processes. This will allow the student to contribute effectively to increasing the quality of life in Puerto Rican society; and develop intellectual curiosity and responsibility regarding his/her Caribbean, hemispheric, and global setting.
10. Will have developed the areas of competence necessary for the location, effective management, and ethical use of information; as well as those needed for the use of technology as a tool for creating, managing, and applying knowledge.
11. Will have developed the competencies necessary for teamwork, decision-making, problem solving, and the development of creativity and imagination.

Appendix 5.2: Comparison of General Education Competencies Used in Accreditation and Assessment

Essential Skills as described in the MSCHE *Characteristics of Excellence* Intro to Standard 12	General Education Learning Competencies from Assessment Projects in the CGS	General Education Learning Competencies from Undergraduate Alumni Profile
Oral and written communication	Oral and written communication in Spanish	Effective communication
	Oral and written communication in English	
Critical analysis and reasoning	Critical thinking	Critical thinking
		Capacity for independent study
		Integration of knowledge
		Aesthetic and ethical sensibility
		Lifelong learning
	Social responsibility	Social responsibility
		Appreciation, cultivation, and commitment with the ideals and values of Puerto Rican society
		Leadership
		Teamwork
Scientific and quantitative reasoning	Mathematical & logical thinking or quantitative analysis	Logical-mathematical thinking
	Scientific research skills	Research and creation
		Intellectual curiosity
Technological competency	Information literacy	Information competencies

UNIVERSIDAD DE PUERTO RICO
RECINTO DE RÍO PIEDRAS

CERTIFICACIÓN NÚM. 72
AÑO ACADÉMICO 2006-2007

Senado Académico
Secretaría

Yo, CARMEN I. RAFFUCCI, Secretaria del Senado Académico del Recinto de Río Piedras, Universidad de Puerto Rico, CERTIFICO QUE:

El Senado Académico en su reunión ordinaria celebrada el 15 de marzo de 2007 consideró el **Punto Núm. 7 – Preguntas sobre el Informe de Progreso de los representantes claustrales ante el Comité Timón para la Implantación de la Revisión del Bachillerato,** y acordó por unanimidad:

- Acoger el Anejo 1 del Informe de los representantes claustrales ante el Comité Timón para la Implantación de la Revisión del Bachillerato titulado *Atributos esenciales de los cursos de educación general ("rúbrica").*

- El Decanato de Asuntos Académicos evaluará los cursos de educación general de nueva creación y las revisiones de los existentes, a la luz de dicha rúbrica.

Y PARA QUE ASÍ CONSTE, expido la presente Certificación bajo el sello de la Universidad de Puerto Rico, Recinto de Río Piedras, a los quince días del mes de marzo del año dos mil siete.

Carmen I. Raffucci
Secretaria del Senado

rema

Certifico Correcto:

Gladys Escalona de Motta, Ph. D.
Rectora

UNIVERSIDAD DE PUERTO RICO
RECINTO DE RIO PIEDRAS

**ATRIBUTOS ESENCIALES DE LOS CURSOS
DE EDUCACION GENERAL**

RÚBRICA

Facultad: _____   Fecha: _____

Título del Curso: _____

Profesor(a): _____

El componente de educación general consiste de una oferta variada, integrada a lo largo del bachillerato, que ofrezca opciones cuyo conjunto apoye el desarrollo de una persona:

- o culta y socialmente responsable;
- o que aprecie el legado cultural en sus diversas representaciones;
- o que se pueda comunicar, en forma oral y escrita, en español e inglés;
- o que entienda conceptos básicos de las ciencias naturales, sociales y humanas.

Todos los cursos de educación general cumplen con los atributos siguientes:

Atributo	Escala	Comentarios	Recomendaciones
1. Examina los fundamentos del conocimiento en la disciplina o campo de estudio.	□ cumple □ cumple parcialmente □ no cumple		
2. Incorpora diversas perspectivas relacionadas con la producción, interpretación y aplicación del conocimiento en la disciplina o campo de estudio.	□ cumple □ cumple parcialmente □ no cumple		
3. Examina métodos para la construcción del conocimiento en la disciplina o campo de estudio.	□ cumple □ cumple parcialmente □ no cumple		
4. Interrelaciona los saberes de otras disciplinas que aportan al conocimiento del campo de estudio.	□ cumple □ cumple parcialmente □ no cumple		

Atributo	Escala	Comentarios	Recomendaciones
5. Promueve en el estudiante una actitud inquisitiva y reflexiva.	□ cumple □ cumple parcialmente □ no cumple		

Aprobado por el Comité Timón para la Implantación de la Revisión del Bachillerato – 13 de octubre de 2006

Miembros del Subcomité de Rúbrica para Crear o Revisar Cursos de Educación General:
-Dra. Sonia Balet
-Dra. María de los Á. Castro
-Dra. Ángeles Molina Iturrondo
-Dra. Ismara Ortiz
-Dra. Ana Helvia Quintero

Appendix 5.4: Group B General Education Courses

OPCIONES PARA CUMPLIR CON LOS SEIS CREDITOS REQUISITOS EN <u>LITERATURA</u> DEL COMPONENTE DE EDUCACION GENERAL
(Cada curso tiene valor de tres créditos)

FACULTAD QUE OFRECE EL CURSO	CODIGO	TITULO
ADMINISTRACION DE EMPRESAS	COEM 3016 (curso de doble codificación con ESPA 30l6 de la Facultad de Humanidades)	Empresa y Literatura Puertorriqueña e Hispanoamericana
ESTUDIOS GENERALES	ESPA 3017	La Mujer Negra en la Literatura Puertorriqueña
	ESPA 3018	La Guerra en la Literatura
	ESPA 3019	Literatura y Nacionalismo Cultural Puertorriqueño
	ESPA 3035	Literatura y Ciudad: San Juan y Nueva York
	ESPA 3036	Ficción e Historia: Novela Hispanoamericana S XX
	ESPA 3037	La Guerra Civil Española en la Literatura
	ESPA 3136	Literatura y Religión: El Mito Religioso
	ESPA 3306	Literatura y Ciudad: Géneros, Culturas y Espacios
	HUMA 3121	Literatura Trasatlántica: De la Conquista al Barroco
	HUMA 3122	Literatura Trasatlántica: De la Ilustración a la Contemporaneidad
	INGL 3135	Viaje en la Literatura
	INGL 3151	La Condición Humana en la Literatura: Perspectivas Interdisciplinarias I
	INGL 3152	La Condición Humana en la Literatura: Perspectivas Interdisciplinarias II
	INGL 3211	Inglés Avanzado I
	INGL 3212	Inglés Avanzado II
	ESPA 3225	La Representación de las Drogas en la Literatura

HUMANIDADES	ESPA 3008 (Este curso cambia de codificación a ESPA 4029 en agosto 2014)	Viajes y Visiones: Literatura Viajera Española
	ESPA 3016 (Curso de doble codificación con COEM 30l6 de la Facultad de Adm. Empresas)	Empresa y Literatura Puertorriqueña e Hispanoamericana
	ESPA 3201	Introducción a los Géneros Literarios I
	ESPA 3202	Introducción a los Géneros Literarios II
	ESPA 3211	Introducción a la Literatura Española I
	ESPA 3212	Introducción a la Literatura Española II
	ESPA 3213	Debates de la Literatura Española Contemporánea
	ESPA 4009	Debates de Literatura Española: Edad Media al Renacimiento
	ESPA 4016	Literatura Fantástica Hispanoamericana
	ESPA 4017 (Este curso cambio de código a ESPA 4019 efectivo en agosto 2013)	Literatura del Barroco Español
	ESPA 4018	Literatura del Renacimiento Español
	ESPA 4019 (Antes ESPA 4017)	Literatura del Barroco Español
	ESPA 4026	Literatura Gótica en Hispanoamérica
	ESPA 4027	Luces y Sombras en la Literatura Española: Desde la Ilustración al Romanticismo
	ESPA 4029 (Antes ESPA 3008)	Viajes y Visiones: Literatura Viajera Española
	ESPA 4107	Literatura Cubana Contemporánea
	ESPA 4115	Debates de la Literatura Española: Barroco a Vanguardias
	ESPA 4206	Marginalidades en la Literatura del Siglo de Oro
	ESPA 4221	Literatura Hispanoamericana I

	ESPA 4222	Literatura Hispanoamericana II
	ESPA 4225	Literatura de la Conquista
	ESPA 4231	Literatura Puertorriqueña I
	ESPA 4232	Literatura Puertorriqueña II
	ESPA 4237	Literatura y Ciencia en Puerto rico
	ESPA 4266	Mitología y Literatura Hispanoamericana
	ESPA 4286	Seminario de Poesía Hispánica
	ESPA 4993	Temas Interdisciplinarios de la Literatura y la Cultura Caribeña
	ESPA 4997	Literatura Dramática Hispánica
	ESPA 4998	Temas Interdisciplinarios de la Literatura Española
	ESPA 4999	Temas Interdisciplinarios de la Literatura Hispanoamericana
	INGL 3001	La Literatura Inglesa Hasta Neoclasicismo
	INGL 3002	La Literatura Inglesa Desde el Romanticismo al Presente
	INGL 3017	Lenguaje en Ciencia Ficción y Fantasía
	INGL 3036	Literatura y Artes Curativas: Perspectiva Transcultural
	INGL 3037	El Rol de la Revista Literaria en la Producción Literaria Contemporánea
	INGL 3045	Literatura y Ecología
	INGL 3109	Identidad Personal: La Literatura del Crecimiento
	INGL 3128	La Fantasía en la Literatura
	INGL 3156	Literatura y Temas Contemporáneos en el Desarrollo del Caribe
	INGL 3165	Representación Shakespeareana
	INGL 3215	La Novelística de Misterio en la Literatura
	INGL 3217	Drama
	INGL 3226	La Experiencia Afroamericana
	INGL 3228	Literatura Escrita por Mujeres
	INGL 3229	La Experiencia Caribeña en la Literatura
	INGL 3251	Literatura Americana Hasta Dickinson
	INGL 3252	Literatura Americana desde Twain Hasta el

		Presente
	INGL 3259	La Experiencia del Inmigrante
	INGL 3285	La Literatura Puertorriqueña Escrita en EU
	INGL 3375	La Narrativa Homosexual y Lesbiana
	INGL 4000	Literatura Inglesa del Siglo 17
	INGL 4005	La Literatura, La Oralidad y Performance
	INGL 4009	El Renacimiento en Inglaterra
	INGL 4019	Sátira
	INGL 4035	Drama Británico desde la Edad Media Hasta el Siglo 18
	INGL 4039	Shakespeare en el Cine
	INGL 4046	Globalización y Literatura del Mundo
	INGL 4048	La Legenda Arturiana en la Literatura y la Cultura Popular
	INGL 4049	Temas Especiales en la Literatura y Cultura Caribeña
	INGL 4050	El envejecimiento, el fin de vida y la muerte en la literatura y el cine
	INGL 4055	Cine y Literatura
	INGL 4056	Tópicos en Literatura Americana
	INGL 4065	Literatura, Masculinidades y Desarrollo Cultural Caribeño
	INGL 4069	Drama Latino en EU
	INGL 4127	Las Políticas de Representación en la Cinematografía y Literatura Estadounidense
	INGL 4215	La Novela Contemporánea (La Novelística Contemporánea)
	INGL 4216	El Drama del Siglo XX
	INGL 4217	El Drama Contemporáneo
	INGL 4218	La Literatura Americana y "The American Dream"
	INGL 4225	Valores y Mitos en los Géneros Literarios y el Cine Norteamericano
	INGL 4256	Literatura de Escritores Latinos/as en EU
	INGL 4265	Realismo Mágico en la Narrativa Americana
	INGL 4505	Estudios de Discapacidad y las Humanidades

	INGL 4995	Temas en narrativas contemporáneas del trauma, de la locura y sanación
	INGL 5035	Viaje de Estudios en Literatura, Comunicación o Lingüística
	LITE 3011	Literatura Moderna
	LITE 3012	Literatura Contemporánea
	LITE 3051	Literatura Clásica Griega
	LITE 3052	Literatura Clásica Romana
	LITE 3061	Literatura Medieval I
	LITE 3062	Literatura Medieval II

Actualizada al 13 de julio de 2015

Cursos cumplen con la rúbrica de educación general, según la Certificación 72
del Senado Académico, 2006-2007

Nota: **Los cursos estarán disponibles de acuerdo a la oferta académica de cada semestre.**
El título entre paréntesis es el oficial, según el Catálogo de Cursos del Recinto de Río Piedras.

Appendix 5.5: Changes in CGS to General Education Offerings

CGS Academic Unit	# of General Ed. courses 2003-2006	# of courses and course variants created through 2007 curricular revision	# of courses and course variants offered as of March 2015
Biological Sciences	7	7	14
Physical Sciences	11	8	19
Social Sciences	4	12 (variants of CISO 3121-3122)	12 (variants of CISO 3121-3122)
Humanities	7	15	22
Spanish	8	9	17
English	10	7	17
Totals	47	58	101

Source for 2003-06 courses: *UPR-RP Undergraduate Course Catalog 2003-06*
Information provided the Office of the Dean of the College of General Studies, March 2015

This table presents the findings of an analytical exercise that the CGS completed during the Self-Study process.

Facultad de Estudios Generales
Proyecto de Avalúo de las Competencia de Educación General
Plan de tres años 2013-2016[1]

			COMPETENCIAS	2013-2014	2014-2015	2015-2016
DEPARTAMENTOS	**1**	CIBI	**1.1** investigación científica	Implantar acción transformadora: Experiencias de laboratorio revisadas y planificar avalúo	Recopilar datos Sem I y analizar resultados	Discutir resultados e identificar acciones transformadoras
			1.2 Información	Revisar prontuarios, capacitar profesores y planificar avalúo	Recopilar datos Sem II y analizar resultados	Discutir resultados e identificar acciones transformadoras.
	2	CIFI	**2.1** Investigación y razonamiento científico	Identificar actividades alternas a las de laboratorio y preparar materiales (cursos)	Capacitar profesores y recopilar datos Sem I Analizar resultados Sem II	Analizar datos, resumir hallazgos e identificar acciones transformadoras
			2.2 Información	Identificar actividades: preparar materiales , revisar rúbrica y capacitar profesores	Capacitar profesores y recopilar datos Sem I Analizar resultados Sem II	Analizar datos, resumir hallazgos e identificar acciones transformadoras
	3	CISO	**3.1** Responsabilidad social	Discutir resultados e identificar acciones transformadoras; Identificar actividades alternas a Retablos	Implantar acciones transformadoras y planificar avalúo	Recopilar datos segundo ciclo
			3.2 Información	Elaborar variedad de materiales y actividades	Implantar y recopilar datos Sem II	Analizar los resultados e identificar acciones transformadoras.
	4	HUMA	**4.1** Pensamiento y/o análisis crítico	Analizar resultados revisar materiales (Sem I) Recopilar datos Sem II	Analizar resultados e identificar acciones trans Recopilar datos Sem I: Segunda instancia	Analizar datos e identificar acciones transformadoras
			4.2 Información	Capacitar profesores (Sem I) Recopilar datos (Sem II) Bibliografía Anotada	Analizar resultados e identificar acciones trans Recopilar datos Sem I en reseña crítica	Analizar resultados e implementar Acciones transformadoras
	5	ESPA	**5.1** Redacción	Análisis resultados; revisión rúbrica (Sem I) Recopilar datos (Sem II)	Analizar e implantar acciones trans Sem I Recopilar datos Sem II	Acciones transformadoras
			5.2 Comunicación oral	Analizar resultados avalúo 2011-12 Planificar segunda instancia	Acciones trans. / Implantar y recopilar datos Sem I	Analizar datos e identificar acciones transformadoras
			5.3 Información	Planificar y administrar ejercicios Sem I Recopilar datos Sem II	Analizar, Implantar acciones trans Sem I recopilar datos Sem II	Analizar resultados y acciones transformadoras Recopilar datos ejercicio de seis competencias
	6	INGL	**6.1** Redacción	Intensivo: Implantar acciones transformadoras Básico: Implantar acciones transformadoras Intermedio: Analizar resultados y acciones transformadoras Honor[4]: Planificar y recopilar datos Sem II	Intensivo: Analizar e implantar acciones trans Básico: Analizar e implantar acciones trans Intermedio: Acciones transformadoras Honor: Analizar y recopilar datos Sem I y II	Intensivo: Recopilar datos (redacción) Básico: Recopilar datos (redacción) Intermedio: Recopilar datos (redacción) Honor: Implantar acciones transformadoras
			6.2 Comunicación oral	Intensivo: Implantar y recopilar datos (Sem II) Básico: Implantar y recopilar datos Sem II Intermedio:	Intensivo: Analizar resultados y acciones trans. Básico: analizar y recopilar datos Sem II. Intermedio: Implantar y recopilar datos Sem I y II	Intensivo: Implantar acciones transformadoras Básico: Implantar acciones transformadoras Intermedio: Implantar acciones transformadoras
			6.3 Información	Intensivo: Implantar y recopilar datos Básico: Implantar y recopilar datos Intermedio: Honor: planificar y recopilar datos Sem II	Intensivo: Analizar resultados y acciones trans. Básico: analizar y: recopilar datos Sem II. Intermedio: Implantar y recopilar datos Sem I y II Honor: Recopilar datos Sem I y II	Intensivo: Implantar acciones transformadoras Básico: Implantar acciones transformadoras Intermedio: Implantar acciones transformadoras Honor: Bibliografía anotada Recopilar datos Sem II

[1]Quinto borrador plan tentativo, Enero 2015, preparado por Vanessa Irizarry, coordinadora Proyecto Avalúo FEG, en acuerdos discutidos con los coordinadores de avalúo de los departamentos

Appendix 5.7: Assessment Report on General Education Competencies (submitted AY 2014-15)

INFORMATION LITERACY											
Department	2011 – 12			2012 – 13			2013 – 14			2014 – 15		
	Educational Activities	Results	No.*	Educational Activities	Results	No.	Educational Activities	Results	No.	Educational Activities	Results	No.
Biological Sciences	Scientific research report	6/8 75% goal met	90	Previous year results analyzed Survey designed and administered to professors	Survey results: • Information objectives included in syllabi (93%) • Activities included in syllabi (90%) • Activities assessed (79%) • Students lack source evaluation skills (67%) and in-text quoting strategies (53%)	N/A	Transforming actions identified and implemented: Revision of lab manual	N/A	N/A	Research report	in progress	630
		6/7 = 86%; goal met	51									
Physical Sciences	Scientific research report	1st assessment: 4/6 = 67% goal met	17			N/A	Transforming actions identified and implemented: • Rubrics explained • Workshops offered at the library	Not included	N/A	New activity implemented: annotated bibliography Data collected in experiment report	6/6 = 100% goal met	149
		2nd assessment: 4/6 = 67% goal met Increased student participation	72									
Social Sciences	Sociobiography and research plan	5/6 = 83% goal met	69			N/A	Transforming actions identified and implemented	N/A	N/A	Sociobiography	in progress	N/A
Humanities	Annotated bibliography	5/6 = 83% goal met	94			72	Annotated bibliography	2/6 = 33% goal not met	154	Reflection on researched article	4/4 = 100% goal met	325
Spanish *Basic*	Annotated bibliography	5/5 = 100% goal met	55			N/A	Transforming actions identified and implemented	N/A	N/A	Annotated bibliography	in progress	N/A
Superior	Annotated bibliography	6/6 = 100% goal met	115									
English *Prebasic*	N/A	N/A	N/A			N/A	Oral presentation	1 / 2 = 50% goal not met	134	N/A	N/A	N/A
English *Basic*	N/A	N/A	N/A			N/A	Oral presentation	1 / 2 = 50% goal not met	250	Oral presentation	in progress	N/A
Intermediate	Annotated bibliography	1st assessment: 3/6 = 50% goal not met in pretest 2nd assessment: post 6/6 = 100% goal met	48 100	Literary aN/Alysis essay	2/2 = 100%; goal met	106	N/A	N/A	N/A	Presentation/ bibliography of researched topic	1/1 = 100%	235
Honors	N/A	N/A	N/A	N/A	N/A	N/A	Literary analysis essay	2/2 = 100% goal met	63	Literary analysis essay	in progress	57

Table 1: Information Literacy Skills 2011-12 to 2014-15

EFFECTIVE WRITTEN AND ORAL COMMUNICATION IN ENGLISH												
Department & Levels	2011 – 12			2012 – 13			2013 – 14			2014 – 15		
	Educational Activities	Results	No.	Educational Activities	Results	No.	Educational Activities	Results	No.	Educational Activities	Results	No.
English CGS *Intensive*	Essay: responding to prompt	0/5 (0%) Outcome not achieved, but almost 50% pre- to post-test improvement in all criteria	55	Essay: responding to prompt	1/5 (20%) outcome not achieved	28	Oral presentation	3/3 (100%) Outcome achieved	134	Essay: responding to prompt	Analyses in progress	
English CGS *Basic*	Essay: responding to prompt	4/5 (80%) outcome achieved	76	Essay: literary analysis	4/5 (80%) outcome achieved	52	Oral presentation	3/3 (100%) Outcome achieved	250	Oral Presentation	Analyses in progress	
English CGS *Intermediate*	Essay: literary analysis	4/4 (100%) outcome achieved	73	Essay: literary analysis	4/4 (100%) outcome achieved	106	not turned in	N/A	N/A	Oral presentation	5/5 (100%) outcome achieved	235
English CGS *Honors*	Oral Presentation	3/3 (100%) outcome achieved	65	Presentation: student conference	3/3 (100%) Outcome achieved	12	Essay: literary analysis	4/4 (100%) Outcome achieved Exp. Outcome 80%	63	Essay: literary analysis	4/4 (100%) outcome achieved	57

Table 2: Written and Oral Communication Competencies in English 2011-12 to 2014-15

2

EFFECTIVE WRITTEN AND ORAL COMMUNICATION IN SPANISH									
Department & Levels	**2011 – 12**			**2013 – 14**			**2014 – 15**		
	Educational Activities	**Results**	**No.**	**Educational Activities**	**Results**	**No.**	**Educational Activities**	**Results**	**No.**
Spanish CGS *Intensive*	Oral presentation	0/4 (0%) outcome not achieved	41	Academic essay on assigned reading	4/4 (100%) outcome achieved	42	Oral presentation	4/4 (100%) outcome achieved	95
Spanish CGS *Basic*	Oral presentation	1/4 (25%) outcome not achieved	54	Academic essay on assigned reading	4/4 (100%) outcome achieved	26	Oral presentation	4/4 (100%) outcome achieved	202
Spanish CGS *Superior*	Oral presentation	2/4 (50%) outcome not achieved	88	not included	N/A	N/A	Oral presentation	4/4 (100%) outcome achieved	106

Table 3: Oral and Written Communication in Spanish 2011-12 to 2014-15

*****

2012 – 13		
Educational Activities	**Results**	**No.**
Essay: Responding to prompt	2/4 (50%) outcome not achieved *OSLE assessment of all incoming freshmen students all levels included	*1686

3

	SCIENTIFIC RESEARCH SKILLS										
Departments	**2011 – 12**			**2012 – 13**		**2013 – 14**			**2014 – 15**		
	Educational Activities	**Results**	**No.**	**Educational Activities**	**Results**	**Educational Activities**	**Results**	**No.**	**Educational Activities**	**Results**	**No.**
Biological Sciences CGS	Lab experiment report	4/6 (67%) outcomes achieved Competencies not achieved in post-test: • Problem identificat-ion • Conclusion	289 August 177 November	Revision of lab manual 10 exercises revised	N/A	Implementation of transforming actions 8 exercises created	N/A	N/A	Lab experiment report	November data: 2/4 (50%) Competencies not achieved: • Hypothesis and conclusion Competencies achieved: • Observation • Problem identification	251
Physical Sciences CGS	Lab experiment report	4/6 (67%) outcomes achieved Competencies not achieved: • Data analysis • Conclusion (results from past first semester)	59	Revision and creation of new exercises and research activities	N/A	Implementation of transforming actions New experiments examples: simple pendulum and flame tests	N/A	N/A	Lab experiment report	6/6 (100%) Outcomes achieved: • Problem identification • Hypothesis • Data collection • Data analysis • Conclusion • Writing skills	149

Table 4: Scientific Research 2011-12 to 2014-15

4

	CRITICAL THINKING												
Department	**2011 – 12**			**2012 – 13**		**2013 – 14**			**2014 – 15**		
	Educational Activities	**Results**	**No.**	**Educational Activities**	**Results**	**Educational Activities**	**Results**	**No.**	**Educational Activities**	**Results**	**No.**
Humanities CGS	Critical review of article	4/5 (80%) Outcomes achieved: • Identification of main idea • Use of supporting evidence • Contextualization of problem • Presentation of own position Outcome not achieved: Making value judgements	92	N/A	Data analysis and transforming actions • Improvement of rubrics • Worksheets	Critical review of article	4/6 (70%) Outcome achieved: • Identification of problem • Presentation of own perspective • Consideration of other perspectives • Analysis of arguments	384	Critical review of article	6/6 (100%) outcomes achieved: • Identification of problem • Presentation of own perspective • Consideration of other perspectives • Analysis of arguments • Use of supporting evidence • Contextualiza-tion of problem	325

Table 5: Critical Thinking 2011-12 to 2014-15

5

SOCIAL RESPONSIBILITY					
Department	**2011 – 2012**			**2012 – 2013**		
	Educational Activities	**Results**	**No.**	**Educational Activities**	**Results**	**No.**
Social Sciences CGS	• Analysis of results from pre-test study 2010-2011. • Focal groups • Cooperative learning strategy	N/A	N/A	Case study	September results: 2/4 (50%) Outcome not Achieved: • Environmental awareness • Academic ethics April results: 3/4 (75%) Outcome achieved	641 451

Table 6: Social Responsibility 2011-12 to 2012-13

6

Appendix 5.8 Preliminary Summary of Assessment Results of Writing in Spanish for Incoming Students

DISTRIBUTION OF RESULTS OF THE TEST TO EVALUATE EFFECTIVE WRITTEN COMMUNICATION SKILLS IN INCOMING FRESHMEN (AUGUST 16, 2012)					
Criteria	**Levels**				
	Novice (1)	**In Progress (2)**	**Satisfactory (3)**	**Very Good (4)**	**Excellent (5)**
Theme and Structure	136	260	998	153	139
	8.1%	15.4%	59.2%	9.1%	8.2%
Mastery of Morphosyntactic Structures	326	210	996	99	55
	19.3%	12.5%	59.1%	5.9%	3.3%
Mastery of Vocabulary	120	136	1155	149	126
	7.1%	8.1%	68.5%	8.8%	7.5%
Grammar	395	237	753	158	143
	23.4%	14.1%	44.7%	9.4%	8.5%
TOTAL	977	843	3902	559	463
	14.5%	**12.5%**	**57.9%**	**8.3%**	**6.9%**

DISTRIBUTION OF GROUPED RESULTS OF THE TEST TO EVALUATE EFFECTIVE WRITTEN COMMUNICATION SKILLS IN INCOMING FRESHMEN (AUGUST 16, 2012)		
Criteria	**Categories**	
	Less than 3 points	**3 points or more**
Theme and Structure	396	1290
	23.5%	76.5%
Mastery of Morphosyntactic Structures	536	1150
	31.8%	68.2%
Mastery of Vocabulary	256	1430
	15.2%	84.8%
Grammar	632	1054
	37.5%	62.5%
TOTAL	1820	4924
	27.0%	**73.0%**

CURSO	DOMINIOS DE APRENDIZAJE														
	Com.Efec.	Pen.Crítco	Resp.Social	Inv.Creac.	Cap.Est.Ind	Cur.Intel.	Apr.Cont.	Sen.Et.Est.	Apr.Cul.C.	Int.Conoc.	Raz.Log.M.	Co.Des.Act.	Comp. Info.	Lid.	Trab. Gru.

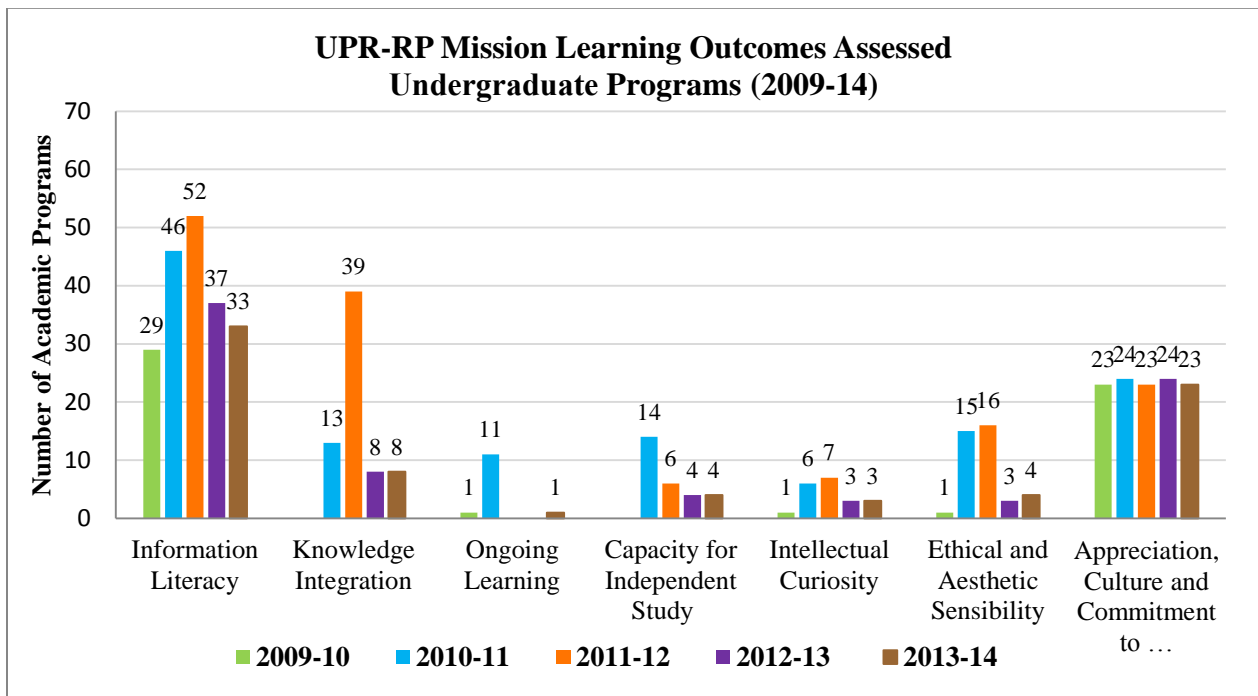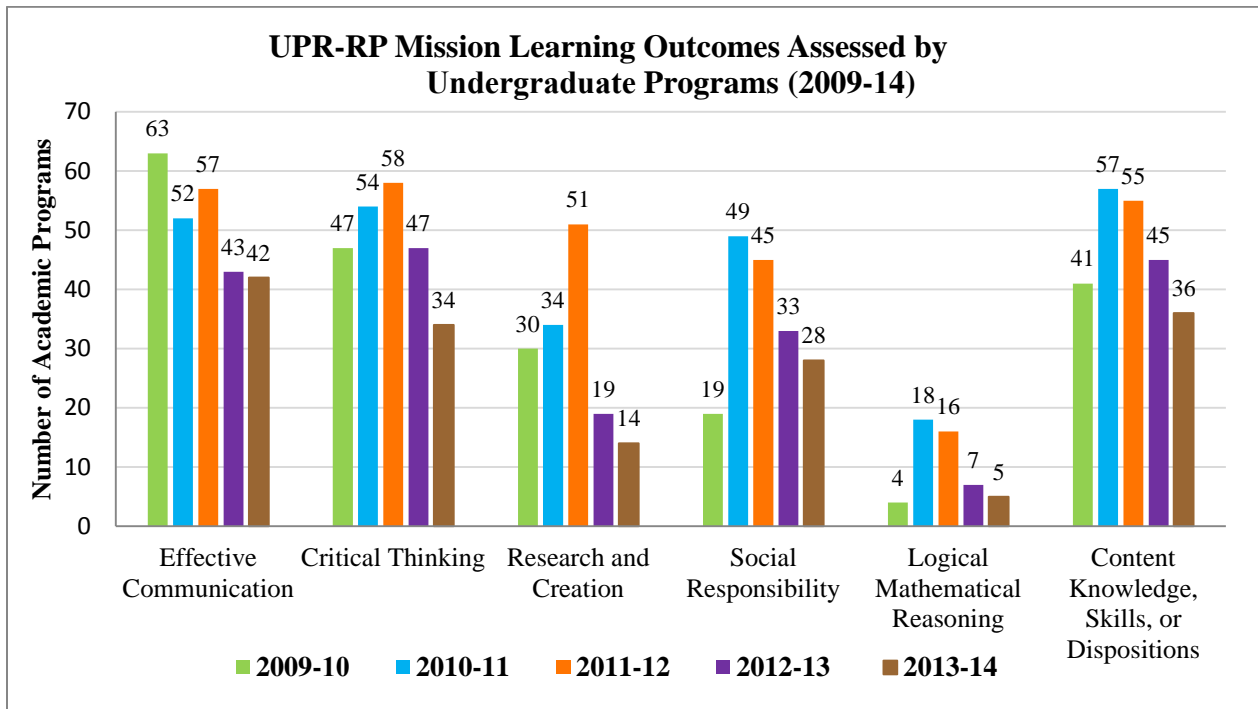| Dominios de aprendizaje |
|---|
| **Com.Efec.** = Comunicación Efectiva |
| **Pen.Crítco** = Pensamiento Crítco |
| **Resp.Social** = Responsabilidad Social |
| **Inv.Creac.**= Investigación y Creación |
| **Cap.Est.Ind.** = Capacidad para el estudio independiente |
| **Cur.Int.** = Curiosidad Intelectual |
| **Apr.Cont.** = Aprendizaje Continuo |
| **Sen.Et.Est.** = Sensibilidad ética y estética |
| **Apr.Cul.C.** = Aprecio, cultivo y compromiso con los valores e ideales de la sociedad puertorriqueña en el contexto caribeño e internacional |
| **Int.Co.** = Integración del Conocimiento |
| **Raz.Log.M.** = Razonamiento lógico-matemático |
| **Co.Des.Act.** = Conocimiento, Destreza o Actitud propio del programa |
| **Comp. Info.** = Competencias de información |
| **Lid. =** Liderazgo |
| **Trab. Gru. =** Trabajo en grupo |
| Nivel de desarrollo |
| **(I) – Iniciado;** se evalúa lo esencial en el dominio. |
| **(D) – Desarrollo;** se reintegra la evaluación del dominio a un nivel intermedio. |
| **(A) – Avanzado;** se evalúan todas las particularidades del dominio. |

Figure 1

Number of Undergraduate Programs that participated in Training and each Assessment of Student Learning Cycle (AY 2008-14)

Figures 2 and 3

UPR-RP Mission Learning Outcomes Assessed by Undergraduate Programs (2009-14)

UPR-RP Mission Learning Outcomes Assessed Undergraduate Programs (2009-14)
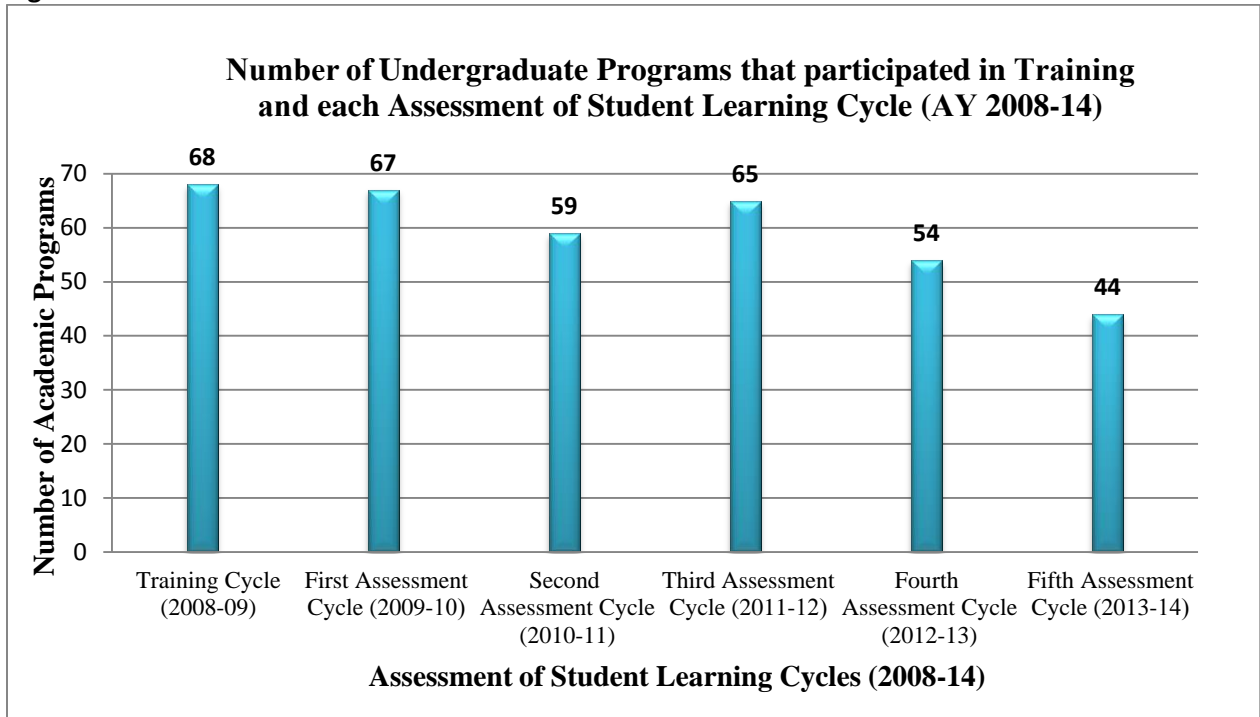
The data presented in these figures shows that certain outcomes have been more frequently given attention in recent assessment cycles. These patterns reflect areas that have been emphasized in the the five-year assessment plans of our academic programs (e.g., effective communication, information literacy, and critical thinking). The OEAE has observed that some learning outcomes have been infrequently assessed (e.g., ongoing learning, intellectual curioisity, ethical and aesthetic sensibility). It will provide additional support for assessment in these areas in future assessment cycles.

Appendix 5.11: Summary of Changes Made in Graduate Programs 2015

Graduate Programs	Changes Implemented
Architecture (M Arch)	Reviewed the admission requirements and changed curricular elements in courses. A workshop series on literary competency was held and evaluated.
Biology (MS and PhD)	Amended student manual to include changes to admission requirements and clarify processes for qualifying examination and thesis.
Business Administration (MBA)	Submitted curricular revision to Academic Senate that reduced number of credit hours and established a capstone course.
Business Administration (PhD)	Prepared a guidebook for dissertation requirements and reviewed curricular sequence.
Chemistry (MA, PhD)	Designed a form for the laboratory rotations and amended students manual to clarify the thesis format and faculty responsibilities regarding thesis supervision. Organized orientations about program requirements and professors' research areas.
Communication (MA)	Reviewed courses to strengthen professional skills.
Comparative Literature (MA)	Improved communication with students and alumni creating a virtual space in Facebook named *Amigos de Literatura Comparada.* Held meetings to explore students' needs. Published student articles in the journal *CUADRIVIUM*.
Economics (MA)	Reactivated the Association of Economics Students and held workshops related to content knowledge, research and professional skills.
Education (MEd and EdD)	Held workshops to develop writing, research, information literacy, and publishing skills. Submitted curriculum revisions for some concentrations that were approved by Vice-President of Academic Affairs.
English (MA and PhD)	Held orientation meetings and co-curricular activities with students.
Hispanic Studies (MA, PhD)	Began a process of curriculum review. Reviewed the requirements for admission and graduation.
Information Sciences and Technology (MIS)	Completed a curricular actualization and created a capstone course for development of research skills.
Law School (JD)	Began a process of curriculum review.
Law School (ML)	Changed admission requirements.
Linguistics (MA)	Held workshops to develop information competencies and organized research groups. The program began a curricular review process.
Mathematics (MS, PhD)	Held student orientations to provide information about study options, requirements for graduation, and research interests of faculty members.
Philosophy (MA)	Reinforced the curriculum with the creation of new courses

	and the actualization of others. The students' manual is under revision. Reinforced theative writing and promoted the use of a common style manual and developed collective seminar to disseminate research projects in process.
Physics (MS)	Elaborated a handbook for thesis and held orientations meetings with students each semester.
Physics & Chemistry (PhD)	Reduced number of qualifying exams. Elaborated a handbook for dissertations and held student orientations each semester.
Planning (MA)	Created a professional practicum and implemented course revisions related to quantitative methodology and analysis.
Psychology (MA and PhD)	Offered research practicum (PSIC 6995) and developed resources for gather information about academic counseling related to writing the thesis. Made progress in process of curricular review.
Public Administration (MPA)	Began curricular review to discuss the implementation of a supervised practicum, the creation of a course in budget management, and the requirement of a thesis or an applied project. Incorporated modifications to courses based on suggestions of accreditation agency.
Rehabilitation Counseling (MRC)	Modified their assessment instruments and worked intervention plans to support skills development among low-performing students.
Social Work (PhD)	Solicited curricular modification to strengthen student preparation in research, doctoral students allowed to take research and evaluation courses offered by School of Education.
Social Work (MSW)	Designed plan for curriculum review.
Sociology (MA)	Submitted proposal for curriculum review.

This information was compiled in Oct.ober 2015.

Appendix 5.12: Campus Level Assessment of Learning Outcomes (Oct. 2015)

Assessment of undergraduate student learning at the institutional level focused on the following outcomes: (1) effective communication in Spanish, (2) effective communication in English, (3) logical-mathematical reasoning, (4) information literacy, and (5) critical thinking skills.

Section 1: Effective Written Communication Skills in Spanish

The OEAE evaluated the writing competencies of the 2007-08 freshman class; a milestone campus-wide effort. For this project, a writing test was administered to students enrolled in the first nine academic programs approved under the restructured undergraduate degrees (i.e., Physics, Mathematics, General Science, Biology, Journalism and Information, Audiovisual Communication, Public Relations and Advertising, Fine Arts, and Interdisciplinary Studies). A total of 409 newly accepted students (58% of the total who enrolled in the aforementioned programs) participated. The areas assessed were: theme and structure, lexical competency, domain of syntactical structures, and grammatical correctness. The College Board was in charge of the rubric used to grade the essays produced. The results indicated that 79% of students met expectations, while 21% showed limited writing skills. The main difficulties identified for those who scored below expectations concerned basic essay structure and limited use of vocabulary. Results were presented and discussed among the Deans, Associate Deans, and Student Learning Assessment Coordinators so that appropriate actions could be taken early on in the undergraduate careers of those students who did not meet expectations. The students were referred to the Center for Linguistic Competencies at the College of General Studies, a place where they can turn to for support from trained tutors. Results of the exam were shared with the leadership of the College of General Studies given that most of those students who performed poorly enrolled in Spanish courses during their first semester. Appropriate course placement was verified and the faculty was able to address the weaknesses identified in the exam.

Collaborative efforts with the College Board continued in 2008-09. A writing test was administered to a sample of 1,604 newly admitted students (82% of those accepted under new undergraduate degree requirements). The areas assessed were: Theme and Structure; Morphosyntactic structures; Lexical competency and Grammatical correctness. Results indicated that 88% of students displayed limited writing skills. Assessment results can be seen at the OEAE webpage (oeae.uprrp.edu). Areas of weakness were similar to the ones found during the first year of the project, although a much higher incidence of limited skills was documented. This difference appears to be due to a more diverse group of participating students and the apparently uneven distribution of writing skills across majors.

The following table presents results from the competency areas assessed in the test in 2007 and 2008 academic years. It should be noted that students assessed in 2007 are from academic programs with the higher entrance academic indexes.

Table 1: Assessment Results of the Test to Assess Written Communication Skills Administered
to Freshman Students during AY 2007 – 08 and 2008 – 09

Criteria	October10, 2007 (N=409)		August 7, 2008 (N=1599)	
	Average [20, 80]	Percent	Average [20, 80]	Percent
Theme and Structure	61.5	76.9%	52.1	65.1%
Domain of syntactical structures	53.2	66.4%	50.9	63.6%
Lexical Competency	57.1	71.4%	46.3	57.9%
Grammatical correctness	54.9	68.6%	56.2	70.3%
Total Essay Score	60.0	75.0%	**41.0**	**51.2%**

In light of the findings from the 2008-09 College Board test, the following transforming actions were implemented: coordination of writing workshops with the Center for Linguistic Competencies; development of a writing program called Writing Zones in the College of Education, for students with mandatory attendance to the workshops; offering writing skills workshops in Spanish and English at the College of Business Administration and the creation of a writing seminar in the School of Communications.

During the academic year 2011-12, OEAE personnel planned the second instance of institutional assessment of student learning for effective written communication in Spanish. Spanish professors from UPR-RP, who are experts in the Spanish language, designed a similar test. Unlike the previous initiatives in this area, the UPR-RP was in charge of all aspects of this effort. This dramatically increased cost effectiveness. A total of 1,686 students, 80% of the incoming freshmen class, took the test. Test results show that lexical competency was a strength (84.8%) and grammatical correctness the most challenging area (62.5%). Assessment results can be seen at the OEAE webpage (oeae.uprrp.edu). Test results were also discussed with the leadership of pertinent academic units and faculty. The results were sent to students via their institutional email along with recommendations of courses in which to enroll, upcoming workshops, and information about programs and offices that could provide them with academic counseling and support. A total of 73% of the students assessed met the expected outcome. Results of this effort are included in the following tables. (Tables 2 and 3)

It was expected that 70% of the students assessed would obtain an expected outcome of 3.0 points or more in each test criteria in the 5.0 scale rubric used. Although the average performance percentage of all areas was higher than 70%, two of the assessed criteria (Morphosyntactic Structures Mastery and Orthography) did not meet the expected outcome.

2

Table 2: Distribution by Criteria Assessed and Performance in the Effective Written Communication Test (Spanish) Administered August 16, 2012 (to all incoming students)

DISTRIBUTION OF RESULTS OF THE TEST TO EVALUATE EFFECTIVE WRITTEN COMMUNICATION SKILLS IN INCOMING FRESHMEN (AUGUST 16, 2012)					
Criteria	**Levels**				
	Novice (1)	**In Progress (2)**	**Satisfactory (3)**	**Very Good (4)**	**Excellent (5)**
Theme and Structure	136	260	998	153	139
	8.1%	15.4%	59.2%	9.1%	8.2%
Mastery of Morphosyntactic Structures	326	210	996	99	55
	19.3%	12.5%	59.1%	5.9%	3.3%
Lexical Mastery	120	136	1155	149	126
	7.1%	8.1%	68.5%	8.8%	7.5%
Orthography	395	237	753	158	143
	23.4%	14.1%	44.7%	9.4%	8.5%
TOTAL	**14.5%**	**12.5%**	**57.9%**	**8.3%**	**6.9%**

Table 3: Group Performance by Criteria in the Effective Written Communication Test (Spanish) Administered August 2012 (to all incoming students)

DISTRIBUTION OF GROUPED RESULTS OF THE TEST TO EVALUATE EFFECTIVE WRITTEN COMMUNICATION SKILLS IN INCOMING FRESHMEN (AUGUST 16, 2012)		
Criteria	**Categories**	
	Less than 3 points	**3 points or more**
Theme and Structure	396	1290
	23.5%	76.5%
Mastery of Morphosyntactic Structures	536	1150
	31.8%	68.2%
Lexical Mastery	256	1430
	15.2%	84.8%
Orthography	632	1054
	37.5%	62.5%
TOTAL	**27.0%**	**73.0%**

The above results were sent to the Spanish Departments of the Colleges of General Studies and Humanities in order to implement transforming actions to enforce these language areas. Assessment results can be accessed at the OEAE webpage http://oeae.uprrp.edu/?page_id=744

3

During the second semester of the 2014-15 academic year, the OEAE administered a test to a sample of 800 students near completion of their undergraduate degrees. This was done in order to assess their effective Spanish communication skills in advanced courses as an exit measure and to obtain information to be used in establishing what areas tend to improve over the course of the degree. Table 4 presents the number of students who obtained a score 66.25% or more in each criterion assessed and in the overall test.

Table 4: Group Performance by Criteria in the Effective Written Communication Test (Spanish) Administered April 2015 (to a sample of students near completion of their undergraduate degrees)

	Students participating	Theme and Structure	Morphosyntactic Structure	Lexical Mastery	Orthography	Global
UPR – Río Piedras	800	473	606	698	329	601
		59%	76%	87%	41%	75%

A fourth institutional test in effective written communication skills in Spanish, similar to the one administered in August 2012, was planned and designed by Spanish professors from UPR-RP, experts in the Spanish language, and administered to the incoming 2015-16 class. A total of 2258 students, (77%), of the incoming freshmen class, took the test. Results are pending.

Section 2: Effective Communication Skills in English

As part of institutional efforts to assess writing skills in English, and in coordination with the College Board, an English Language Assessment Test (ELASH II-English Language Assessment System for Hispanics II) was administered to a sample of 819 newly admitted students in the first semester of the 2008-09 academic year. The ELASH II test evaluates the following skills: listening comprehension, reading comprehension, and language use. The scores were categorized according to four levels: advanced, high intermediate, low intermediate, and novice.

Scores on the test indicate that 89% of the students scored in advanced and high intermediate levels in listening comprehension, while 11% percent scored in the low intermediate and novice levels. The low intermediate and novice categories indicate low performance in the skills measured. In the category of listening comprehension, 10.4% of the students performed in the novice and low intermediate categories. Forty-two percent scored low intermediate and novice in language use and 43% scored at the same levels in reading comprehension. Results reported by the College Board in the ELASH II can be seen in the following table:

Frequency of ELASH 2 total scores by intervals in the scale

Scale	Frequency	Percentage
40 – 59	-	-
60 – 79	1	0.1
80 – 99	66	8.1
100 – 119	165	20.1
120 – 139	232	28.3
140 – 159	277	33.8
160 – 179	71	8.7
180 – 200	5	0.6
Average	132.6	**Std. Dev.** 21.6

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Frequency of scores in Listening Comprehension, by stage

Stage	Scale	Frequency	Percentage
1	40 - 80	6	0.7
2	81 - 106	77	9.4
3	107 - 140	328	40.0
4	141 - 200	408	49.8

Average 137.9 **Std. Dev.** 22.2

Frequency of scores in Language Use and Indirect Writing, by stage

Stage	Scale	Frequency	Percentage
1	40 - 89	32	3.9
2	90 - 125	312	38.1
3	126 - 149	269	32.8
4	150 - 200	206	25.2

Average 131.7 **Std. Dev.** 26.4

Frequency of scores in Reading Comprehension and Idiomatic Phrases, by stage

Stage	Scale	Frequency	Percentage
1	40 - 89	45	5.5
2	90 - 125	307	37.6
3	126 - 149	340	41.6
4	150 - 200	125	15.3

Average 128.0 **Std. Dev.** 22.3

Frequency of scores in the three areas of the ELASH 2, by college

College	N	Auditory Comprehension	Language / Writing	Reading
Business Administration	215	134.4	126.0	122.1
Architecture	16	149.8	148.9	140.5
Natural Sciences	262	141.6	137.8	134.7
Social Sciences	135	132.7	125.8	121.7
Public Communication	66	137.1	132.0	129.1
General Studies	36	139.1	132.2	126.7
Humanities	87	141.9	134.0	129.2

At the same time, the English Department of the College of Humanities started an assessment process in Oral Communication Competencies for students who were taking English as a Second Language (ESL) in fulfillment of their second year English requirements. Rubrics were developed for use in the second semester of the 2009-10 academic year. These actions provided important information because they identified aspects of language fluency specific to the courses in question. Results of the test facilitated the placement of students in the appropriate sections according to their performance level. The

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Humanities English Placement Test (HEPT) has played a primary role in the evaluation and placement of our undergraduate students into the most appropriate levels of competency. This placement test is offered twice per academic year and focuses on the evaluations of skills such as written and oral comprehension and composition. Analysis of the test results in the last two and a half academic years indicated that most of these students who took the College of Humanities English Department Placement Test are classified in the highest level courses. The next figure represents this result from March 2003 to March 2015.

English Placement Test
College of Humanities
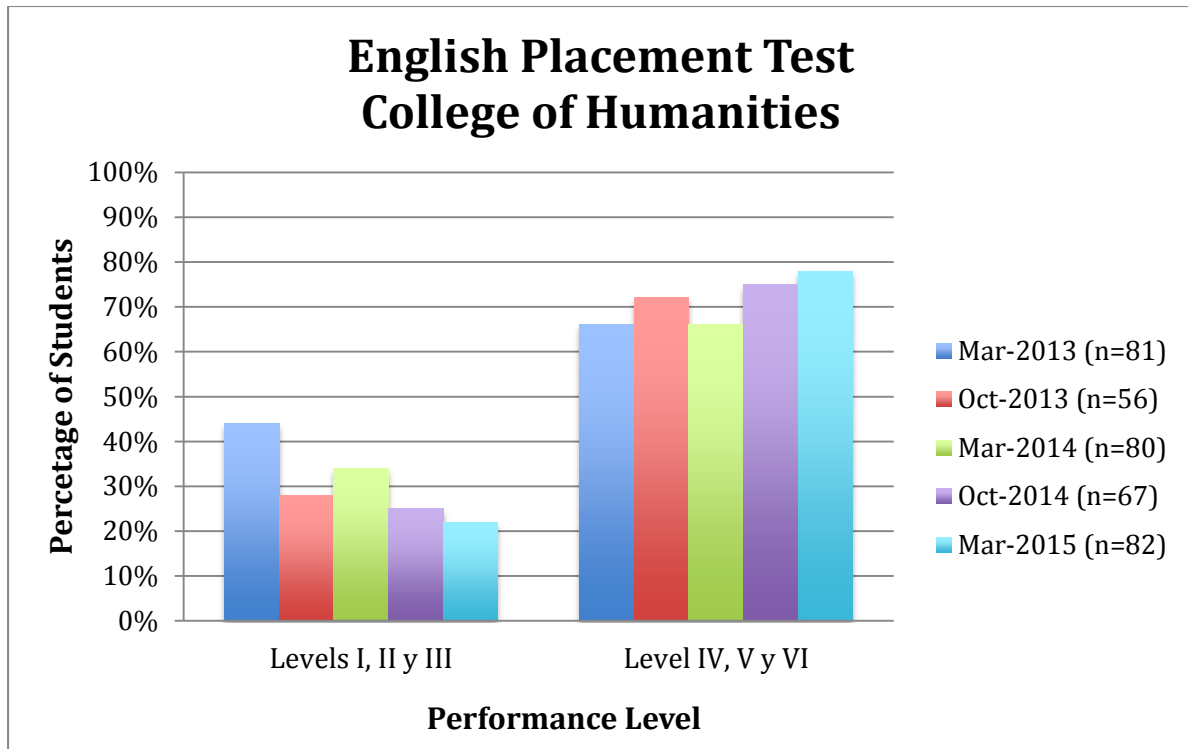
Section 3: Logical-Mathematical Reasoning

Results for this learning outcome originate from the test offered to all students from all Colleges and Schools that are not from the Colleges of Business Administration, Natural Sciences, and the School of Architecture, who enroll in MATH courses to comply with the general education requirement of this learning outcome. The test was administered for the first time in May 2011, again in May 2013 and in November 2014. As shown in Table 1 results have been stable across the three academic years that assessment has taken place.

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Table 1: Assessment Results for the Logical–Mathematical Reasoning Test in Math Courses

LOGICAL-MATHEMATICAL REASONING TEST			
Competency Area	**2010 – 11 (May 2011)**	**2012 – 13 (May 2013)**	**2014 – 15 (November 2014)**
Computation	44.84%	43.90%	46.36%
Representation	62.92%	62.87%	64.37%
Evaluation	51.89%	52.21%	52.04%
General Average	**52.34%**	**52.09%**	**53.34%**

Discussions about how to improve teaching and learning in this area are currently underway. Future transforming actions may need to be strategically situated within the classroom. The OEAE personnel met with the Director of the Mathematics Department and with the Department Assessment Coordinator to discuss the need to design a learning experience geared towards reinforcing logical-mathematical reasoning skills in the students.

A comparable process was followed to design a test to measure logical-mathematical reasoning skills and to administer it to students from the College of Business Administration who take the Pre-Calculus (Quantitative Methods – MECU 3031) course to comply with the requirements for this learning outcome. During the first administration in 2010-2011, a similar test to the one given to the students who enroll in MATE courses was administered in the MECU course. After discussing the results with all faculty members who teach this course, it was decided that this test did not measure the logical-mathematical reasoning skills required of MECU students. A comparable process was followed to design a test with items that comply with the same content areas approved for the original test to assess logical-mathematical reasoning skills but in the context of the Pre-calculus (MECU 3031) course objectives. This test was designed and approved by the professors who teach this course. It was administered in December 2011 and again in May 2012. An improvement in students' achievement can be seen when these competencies are measured within the context of the discipline.

Table 2: Logical-Mathematical Reasoning Results in Business Administration MECU 3031 Course

Competency Area	**2010-11**	**2011-12**		**2014-15**
	May 2011	**Dec. 2011**	**May 2012**	**Dec. 2014**
Computation	53.11%	74.06%	68.03%	77.68%
Representation	57.98%	70.55%	64.01%	70.05%
Evaluation	54.20%	77.30%	63.56%	75.59%
General Average	**54.86%**	**74.14%**	**65.39%**	**74.80%**

Results from all the administrations of the Logical-Mathematical Reasoning Test for Pre-Calculus Courses were discussed with faculty members. The discussion resulted in a major revision of all three Quantitative Methods Courses (MECU 3001, MECU 3031, and MECU 3032), which is currently underway. Some of the transforming actions proposed were: (1) a Summer Immersion program in the Quantitative Methods Courses during the 2012 Summer Session geared to recently admitted Business Administration freshmen students who obtained low scores in the Mathematics Achievement section of the College Board College Entrance Examination, (2) revise the content of the Quantitative Methods courses: MECU

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3001 (General Mathematics), MECU 3031 (Pre-Calculus), and MECU 3032 (Calculus), (3) creation of a website geared to the students enrolled in Quantitative Methods courses to reinforce topics discussed in the classroom, and (4) strengthen the Quantitative Methods courses tutoring program.

Section 4: Information Literacy Skills

An operational definition for these competencies adapted from the Association of College and Research Libraries (ACRL) was established and learning objectives were designed for the initial and developmental levels (see OEAE webpage http://oeae.uprrp.edu/?page_id=111). A series of workshops for faculty training in the assessment of these competencies was organized. These workshops, which were sponsored by various colleges and schools, focused on writing course syllabi learning objectives, selecting appropriate learning activities, and designing an assessment rubric.

The assessment of student learning outcomes in the area of information literacy is most evident in specific campus projects that target students in specific schools and colleges. The UPR-RP Library System has provided much of the support and vision needed for these initiatives. Four are highlighted: 1) the Information Literacy and Research Program; 2) the Pilot Program for Distance Education; 3) a project for the Integration of Information Literacy to Curriculum (PICIC by its Spanish acronym); 4) the Natural Sciences Information Literacy Project.

1) The Information Literacy and Research Program

Based in the Architecture Library, this program started in 2009 and caters to students and professors of the School of Architecture, at both the undergraduate and graduate levels. It led to the establishment of five instructional modules for the development of information literacy competencies, as established by ACRL/ALA guidelines. In addition, librarians offered workshops, conferences, and individual consultations on: identification of research topics, strategies for identifying and obtaining information, criteria for evaluating information, academic honesty and plagiarism, professional style manuals, and preparing theses and end-of-degree projects.

2) Pilot Program for Distance Education

This program has two instructional designers that support professors in the School of Architecture in creating distance education courses and help produce teaching and assessment tools. Special attention is given to the assessment of information literacy.

3) Project for the Integration of Information Literacy to Curriculum (PCIC Project)

Three librarians from the UPR-RP Library System participated in several tracks of the ACRL Information Literacy Immersion Program (i.e., teaching track 2009, assessment track 2010, and teaching with technology track 2013) as preparation for launching the PICIC Project. The project utilizes the "assessment as learning" philosophy developed by Alverno College. Three UPR-RP Colleges participated in the project: Business Administration, General Studies, and Education.

In AY 2012-13 the College of Business Administration trained 60% of its undergraduate and 73% of its graduate student enrollment. The College of General Studies trained 100% of its undergraduates; and 93% of the faculty integrated information literacy into their syllabi and course content. These colleges adopted a common set of information literacy learning objectives, as approved by the campus committees. As some familiar with this project have pointed out, development of a standardized assessment instrument would facilitate making useful comparisons across colleges.

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4) <u>Natural Sciences Information Literacy Project</u>

The Natural Sciences Information Literacy Project strives to ensure that students understand the importance of learning and mastering information literacy skills in ways that complement knowledge and skills in their area of study and the learning objectives at the campus level. They were incorporated into the course syllabi along with the learning objectives of the course material. The description of the activities used to assess these competencies and the learning objectives of said activities were also included.

For the first cycle, two exercises were developed for General Biology and General Chemistry labs, both in line with ACRL standards for academic programs in science, engineering, and technology. For the first exercise, which focused on the analysis of the parts of a scientific article, the expected outcome was that 70% of the students would achieve a score of 70% or more. The first semester that this exercise was implemented, a total 83% of students achieved the expected score. However, problems were noted in students' responses to questions relating to reference formats. The following semester, as a transforming action, students were provided with online resources that can be used in learning how to cite scientific articles. The amount of students that reached the expected outcome that year increased to 92%, but problems related to understanding citation persisted among those who did not.

For the second exercise, students completed a semester-long project that culminated with a written paper and an oral presentation. The expected outcome for this exercise was that 65% of the students would obtain a score of "good" or "excellent." The expected outcome was achieved by 63% of students. The main difficulties for students who scored in the lower ranges were: evaluation of the trustworthiness of the sources used, consistency between the references cited and the bibliography, and formatting errors in the bibliography. To provide students with additional support, librarians' presentations on information literacy were modified. In addition, librarians have worked with assessment coordinators to formulate more effective transforming actions in the classroom.

Section 5: Critical Thinking Skills

In the second semester of the academic year 2014-15, a committee of faculty members with expertise in this area was named to develop a test to measure critical thinking skills at the campus level. It has already begun the design of the instrument. A pilot project has been planned for representative sample of students enrolled in advanced courses. After validation of the instrument, assessment of this learning outcome will take place with a larger sample. Undergraduate academic programs were encouraged to include critical thinking in their 2015-16 Assessment of Student Learning Plans.

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Appendix 5.13: Schedule for Campus-Level Assessment of Student Learning (AY 2007-08 to 2016-17)

Academic Years	Learning Outcome Evaluated	Data Gathering Procedure
2007–08	**Writing Skills in Spanish**	**College Board Writing Test** administered to a sample of seven programs
2008–09	**Writing Skills in Spanish** **Writing Skills in English**	**College Board Writing Test** administered to freshman students **ELASH-II Test** (College Board) administered
2009–10	**Logical Mathematical Reasoning**	**Institutional Test for Mathematical Reasoning** planned and constructed
2010–11	**Logical Mathematical Reasoning**	**Institutional Test for Mathematical Reasoning** administered to a sample of students (Courses: MATE, EDFU and MECU)
2011–12	**Writing Skills in Spanish**	**Institutional Writing Test in Spanish** planned and constructed
2012–13	**Writing Skills in Spanish** **Logical Mathematical Reasoning**	**Institutional Writing Test in Spanish** administered to all freshmen students **Institutional Test for Mathematical Reasoning** administered to a sample of students (Course: MATE)
2013–14	- Only program-level assessment was done.	
2014–15	**Writing Skills in Spanish** **Logical Mathematical Reasoning** **Writing Skills in English** **Critical Thinking** **Writing Skills in English**	**Writing Test in Spanish** administered to a sample of senior students **Institutional Test for Mathematical Reasoning** administered to a sample of students (Courses: MATE, EDFU and MECU) **Institutional Test for Critical Thinking** in planning process **Institutional Writing Test in English** in planning process
2015–16	**Writing Skills in Spanish** **Writing Skills in English** **Critical Thinking** **Writing Skills in English**	**Institutional Writing Test in Spanish** administered to all freshmen students **Institutional Test for Critical Thinking** will be administered to senior students **Institutional Writing Test in English** will be administered to senior students
2016–17	**Logical Mathematical Reasoning**	**Institutional Test for Mathematical Reasoning** will be administered to a sample of students (Courses: MATE, EDFU and MECU)

Appendix 5.14: Evaluation of OEAE Services (2015)

As part of the UPR-RP's 2016 Self-Study, an online questionnaire was developed to evaluate OEAE's effectiveness. In October 2014 the questionnaire was sent to a total of 59 assessment coordinators from undergraduate and graduate programs. By the end of November, a total of 36 responses were received. The response rate was 61%. Responses to the questionnaire document high levels of satisfaction.

The questionnaire documented general perceptions of the services provided. Services rendered by the OEAE were classified as good or excellent by 94% of the respondents; 97% of the respondents indicated that the activities organized were either appropriate or very appropriate, as can be seen in Figure 1. Eighty-nine percent of respondents classified the effectiveness of these activities as either effective or very effective.

Project for the Improvement of Student Learning Assessment

An online assessment process was designed by students as part of the learning projects in MATE 4996 (Development of Web-Based Applications) of the Computer Science Program of the College of Natural Sciences for possible adoption by the OEAE. The initiative, identified as Online Learning Assessment System (OLAS), was implemented as a pilot project during the second semester 2014-15. Four undergraduate programs (Information and Journalism, Audiovisual Communication, Public Relations, and Advertisement and Modern Languages) and two graduate programs (MSW Social Work and MA Communication) participated. This online system has helped faculty, and non-teaching staff to collect, communicate, and use learning data in more efficient and meaningful ways.

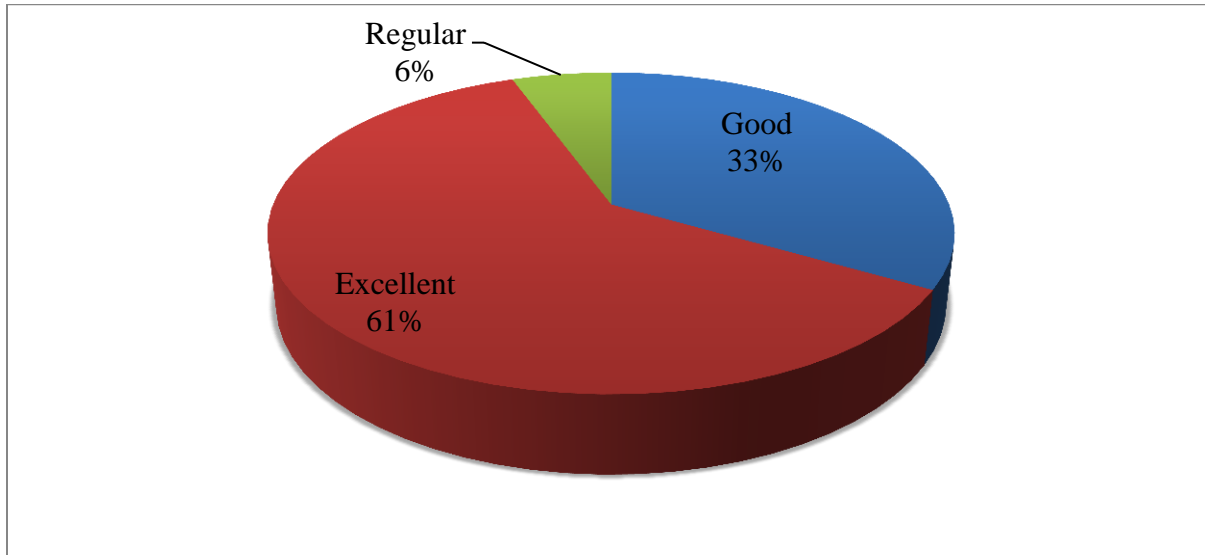*Evaluation of the Services Provided by the OEAE*

As part of the UPR-RP's 2016 Self-Study, an online questionnaire was designed and administered to the learning assessment coordinators in order to evaluate the effectiveness of the OEAE in promoting student learning assessment in the campus. The questionnaire was designed in Google Drive and an invitation to participate was sent on October 15, 2014 to a total of 59 Assessment Coordinators from undergraduate and graduate programs. By November 30, 2014 a total of 36 responses were received. The response rate was 61%.

The responses received in the questionnaire indicate high satisfaction levels with the services offered by the OEAE. The distribution of the evaluation of OEAE services is shown below in Table 1. All the services included in the questionnaire are provided as requested by the program or college coordinators. For this reason some of the services reflect high scores in the last column (I did not receive the service).

**Table 1: Evaluation of the services offered by the OEAE (n=36).**

Service Provided	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	I did not Receive the Service
1. Orientation about the learning assessment process on campus	25 (69.4%)	10 (27.8%)	-	-	1 (2.8%)
2. Review of assessment plans developed by the academic programs	18 (50.0%)	11 (30.6%)	1 (2.8%)	-	6 (16.7%)
3. Assistance in the identification and writing of learning objectives	18 (50.0%)	9 (25.0%)	1 (2.8%)	-	8 (22.2%)
4. Workshops and training	22 (61.1%)	10 (27.8%)	1 (2.8%)	-	3 (8.3%)
5. Activities and meetings organized to improve assessment (considering the needs of the assessment coordinator or academic director)	17 (47.2%)	9 (25.0%)	1 (2.8%)	1 (2.8%)	8 (22.2%)
6. Technical support in the design of assessment instruments such as rubrics and questionnaires	17 (47.2%)	11 (30.6%)	1 (2.8%)	-	7 (19.4%)
7. Assistance and orientation about the process of the analysis of findings	15 (41.7%)	10 (27.8%)	1 (2.8%)	1 (2.8%)	9 (25.0%)
8. Help in the elaboration of the preliminary and final assessment of student learning reports	13 (36.1%)	9 (25.0%)	1 (2.8%)	1 (2.8%)	12 (33.6%)
9. Facilitation of available resources for the assessment process	22 (61.1%)	10 (27.8%)	2 (5.6%)	-	2 (5.6%)
10. Sharing assessment findings on the campus	9 (25.0%)	15 (41.7%)	2 (5.6%)	2 (5.6%)	8 (22.2%)

Figure 1: Evaluation of the quality of services offered by the OEAE (n=36)


The administered questionnaire also included a question to explore the general perception of the services provided. Services rendered by the OEAE were classified as excellent and good by 94% of the respondents, as can be seen below in Figure 1.

Figure 2: Evaluation of appropriateness of activities organized by the OEAE to promote and support student learning assessment (n=36)
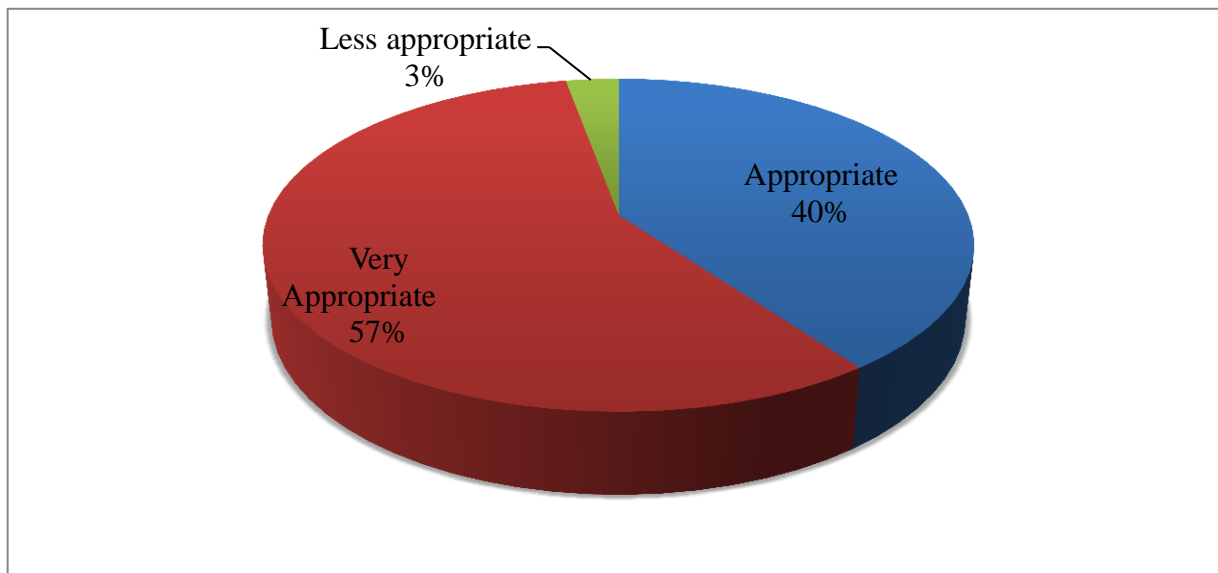
Ninety-seven percent of the respondents indicated that the activities organized were very appropriate and appropriate as can be seen in Figure 2.

Figure 3: Evaluation of the effectiveness of the activities organized by the Office of Evaluation of Student Learning to promote and support student learning assessment (n=36).
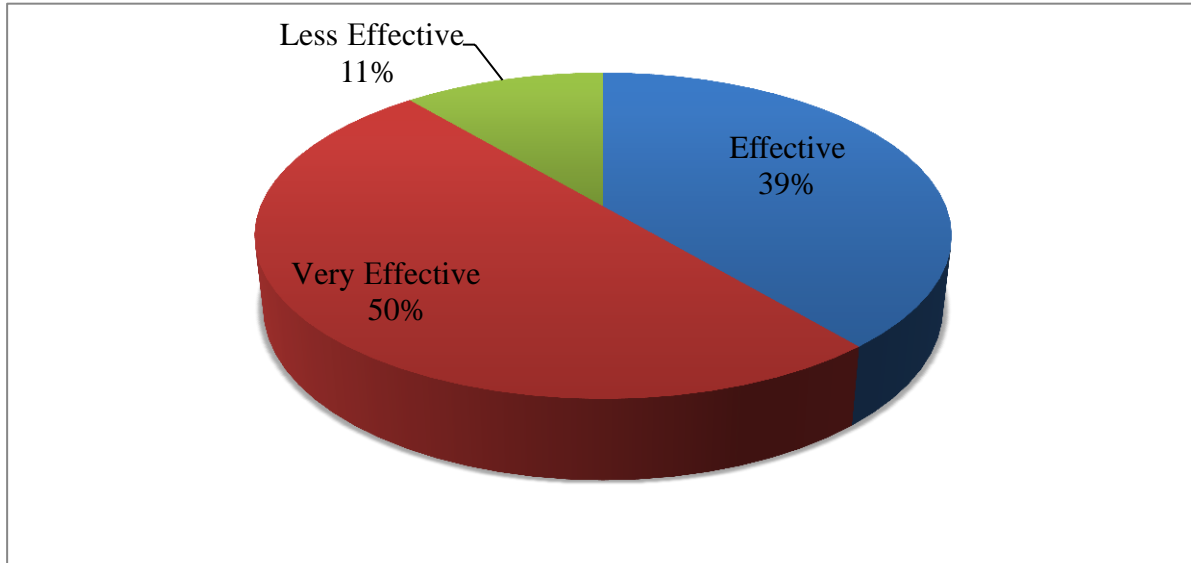
Eighty-nine percent of the respondents classified the activities organized by the OEAE to promote and support student learning as very effective or effective, as can be seen in Figure 3.

OLAS (Online Learning Assessment System) is a web application designed to help professors with the assessment of student learning. Administrators and coordinators can build rubrics using criteria aligned with learning outcomes. Professors use these rubrics to assess their students, visualize their progress, and propose transformative actions. Administrators and coordinators can view and analyze the gathered data to implement new techniques and exercises that will further improve the assessment process and students learning.

A pilot test was implemented during the second semester 2014-15 to gauge a sample group's reaction to OLAS. Participating programs were from the School of Communication, and the Colleges of Humanities and Social Sciences. Participants included four undergraduate programs (Information and Journalism, Audiovisual Communication, Public Relations and Advertisement, and Foreign/Modern Languages) and two graduate programs (MSW in Social Work and MA in Communication).

I. Undergraduate Performance

A. Campus-wide Performance by Learning Outcome
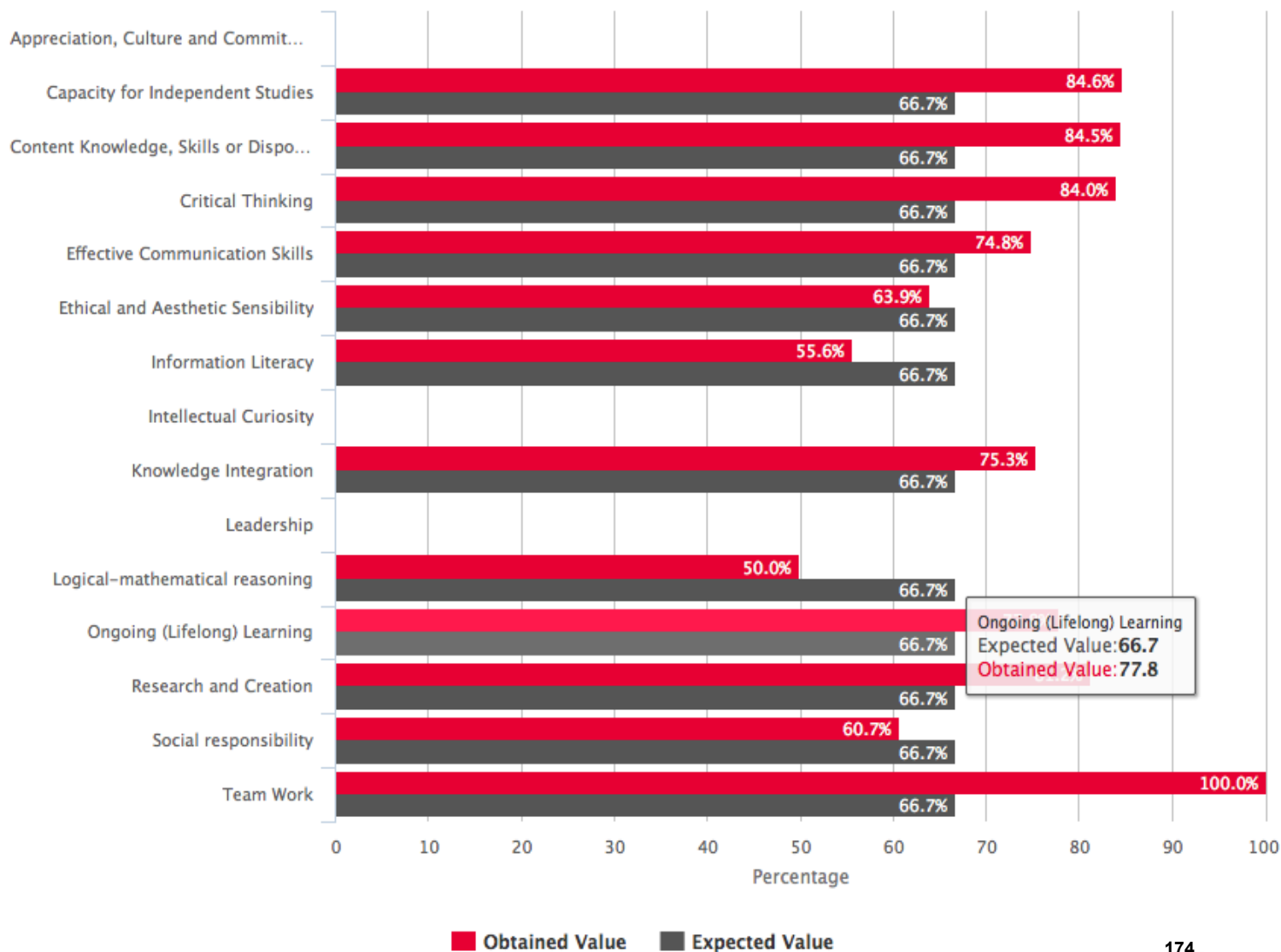
1.   **Results Breakdown**

    a)   *Learning Outcomes measured: 12 out of 15*

    b)   *Learning Outcomes achieved: 8 out of 12 (66.7 %)*

    c)   *Learning Outcomes requiring improvement:*

        (1)   Ethical and Aesthetic Sensibility (63.9%)

        (2)   Information Literacy (55.6)

        (3)   Logical-Mathematical Reasoning (50%)

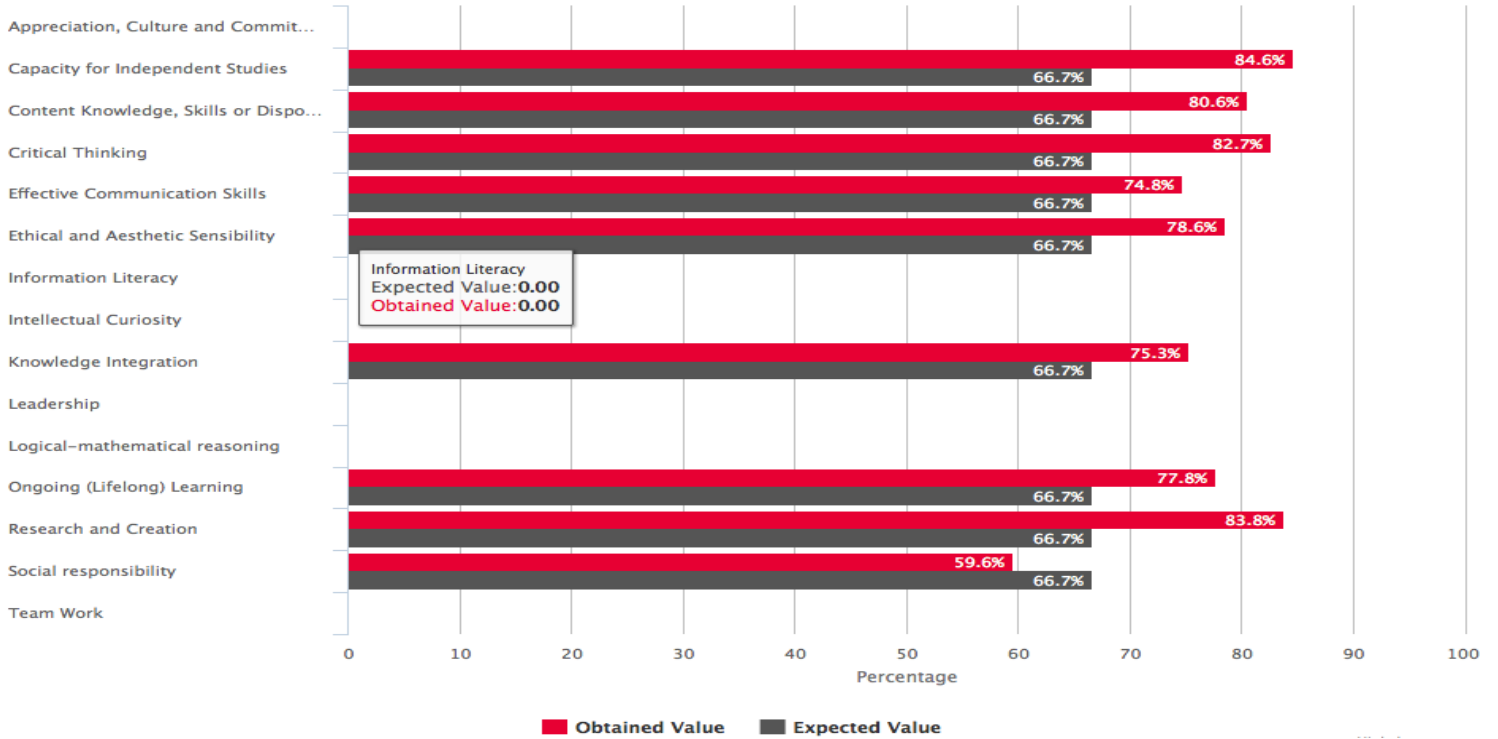   (4)   Social Responsibility (60.7%)

2.   **Undergraduate Program Participation by Learning Outcome**

Learning Outcome	Number of Programs Achieving Learning Goal	Number of Programs Participating	Success Rate
Appreciation and Commitment to the Ideals of Puerto Rican Society, Caribbean and International Context	0	0	N/M
Capacity for Independent Studies	1	1	100%
Content Knowledge, Skills and Dispositions in the discipline	3	3	100%
Critical Thinking	2	2	100%
Effective Communication Skills	3	4	75%
Ethical and Aesthetic Sensibility	2	3	66.67%
Information Literacy	0	1	0%
Intellectual Curiosity	0	0	N/M
Knowledge Integration	1	1	100%
Leadership	0	0	N/M
Logical-Mathematical Reasoning	0	1	0%
Ongoing (Lifelong) Learning	1	1	100%
Research and Creation	2	3	66.67%
Social Responsibility	2	3	66.67%
Teamwork	1	1	100%

A.   **Performance in Audiovisual Communication**

    1.   **Results: This program did not assess any learning outcomes**

B.   **Performance in core courses of School of Communication**

Legend: ▮ Obtained Value ▮ Expected Value

    1.   **Results Breakdown:**

        a)   *Learning outcomes measured: 9 out of 15*

        b)   *Learning outcomes achieved: 8 out of 9 (88.9%)*

        c)   *Learning outcomes requiring improvement:*

        Social Responsibility (59.6%)

    2.   **Courses doing assessment: 4 out of 5 (80%)**

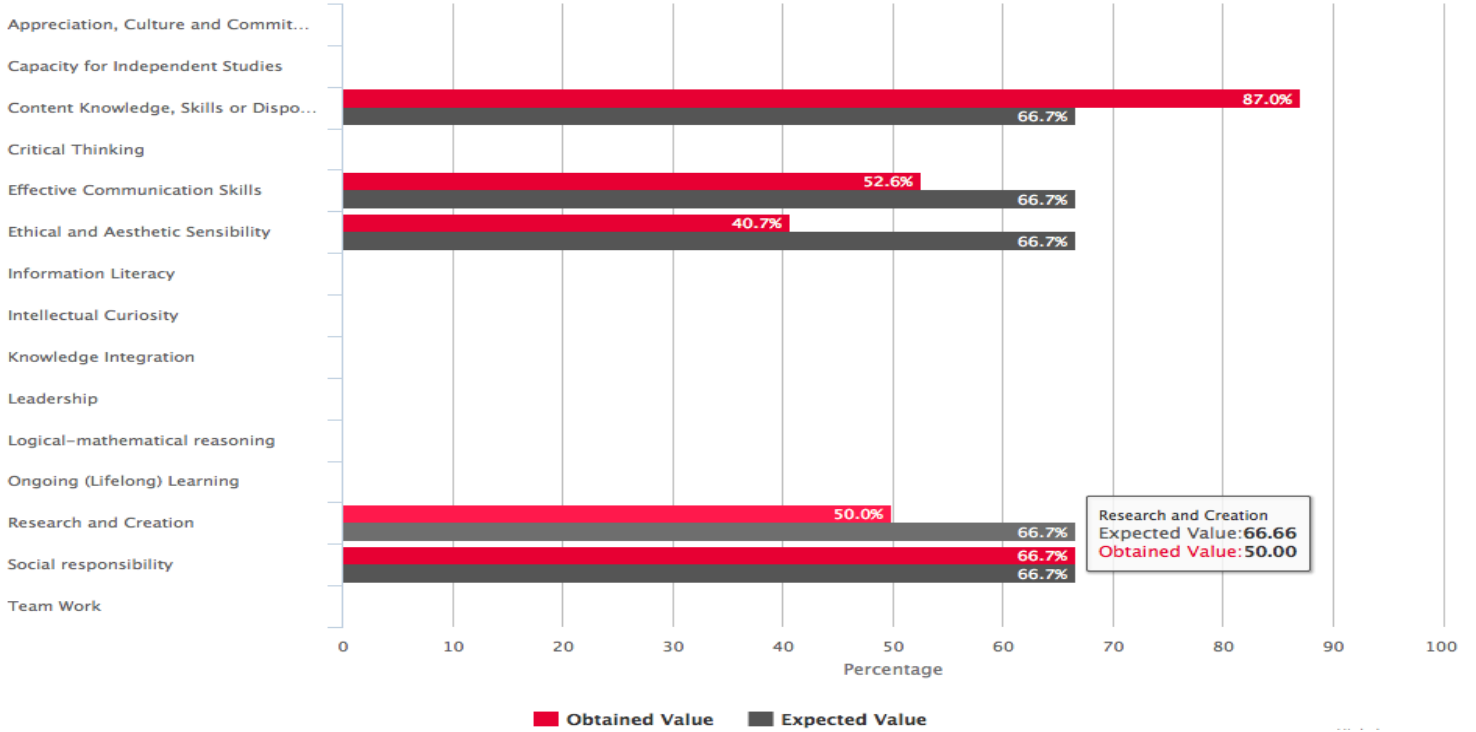**C.** **Performance in Information and Journalism**

1. **Results Breakdown:**

   a) *Learning outcomes measured: 5 out of 15*

   b) *Learning outcomes achieved: 2 out of 5 (40%)*

   c) *Learning outcomes requiring improvement:*

      (1) Effective Communication Skills (52.6%)

      (2) Ethical and Aesthetic Sensibility (40.7%)

      (3) Research and Creation (50%)

2. **Courses doing assessment: 5 out of 5 (100%)**

D.   Performance in Public Relations and Advertisement

Performance by Learning Outcome in Public Relations and Advertisement Program

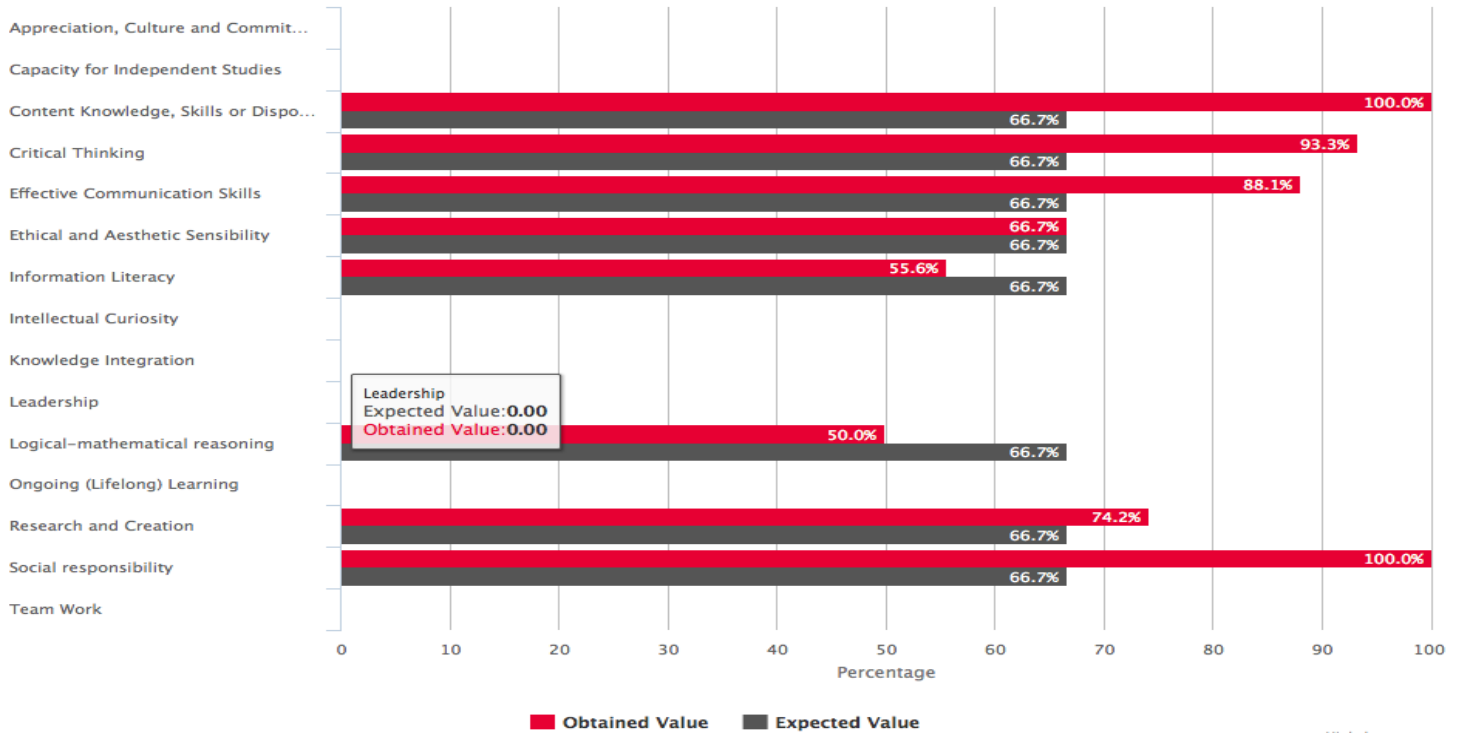

1.   **Results Breakdown:**

a)   *Learning outcomes measured: 8 out of 15*

b)   *Learning outcomes achieved: 6 out of 8 (75%)*

c)   *Learning outcomes requiring improvement:*

(1)   Information Literacy (55.6%)

(2)   Logical-Mathematical Reasoning (50%)

2.   **Courses doing assessment: 7 out of 7 (100%)**

E. **Performance in Modern/Foreign Languages**

Performance by Learning Outcome in Modern/Foreign Languages Program

Legend: ■ Obtained Value ■ Expected Value

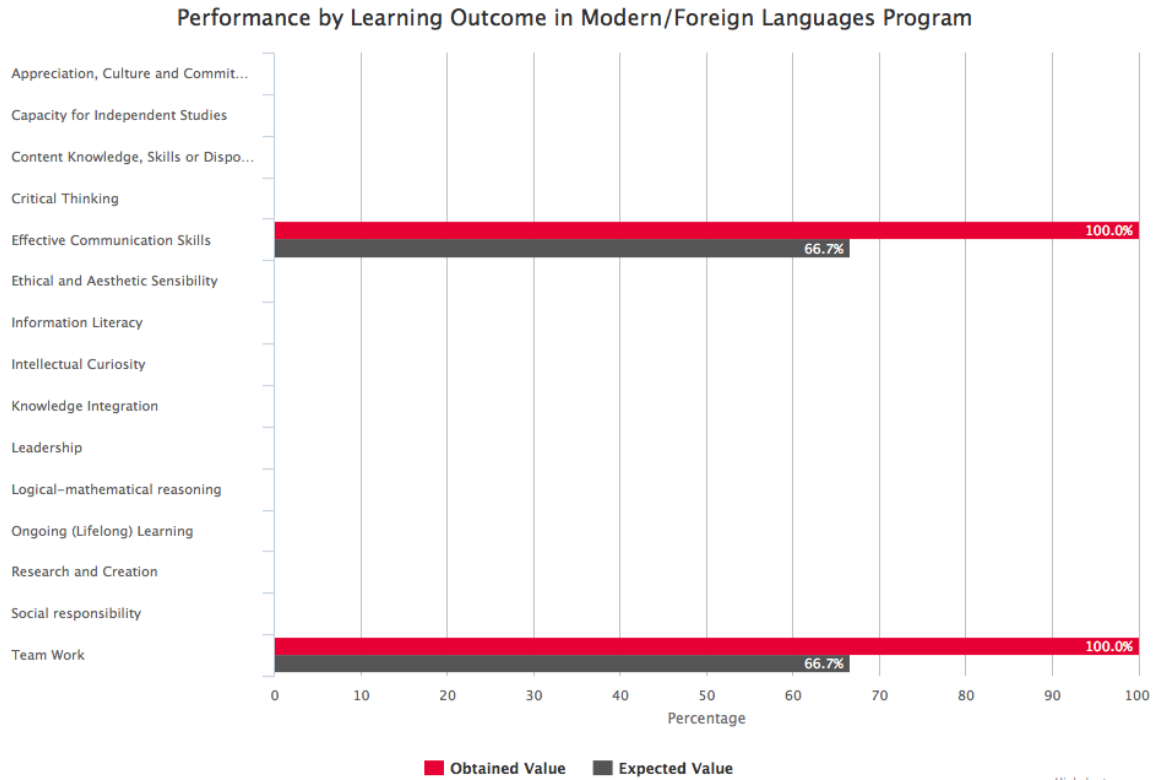1. **Results Breakdown:**

    a) *Learning outcomes measured: 2 out of 15*

    b) *Learning outcomes achieved: 2 out of 2 (100%)*

    c) *Learning outcomes requiring improvement: None*

2. **Courses doing assessment: 2 out of 3 (66.7%)**

II.   **Graduate Performance**

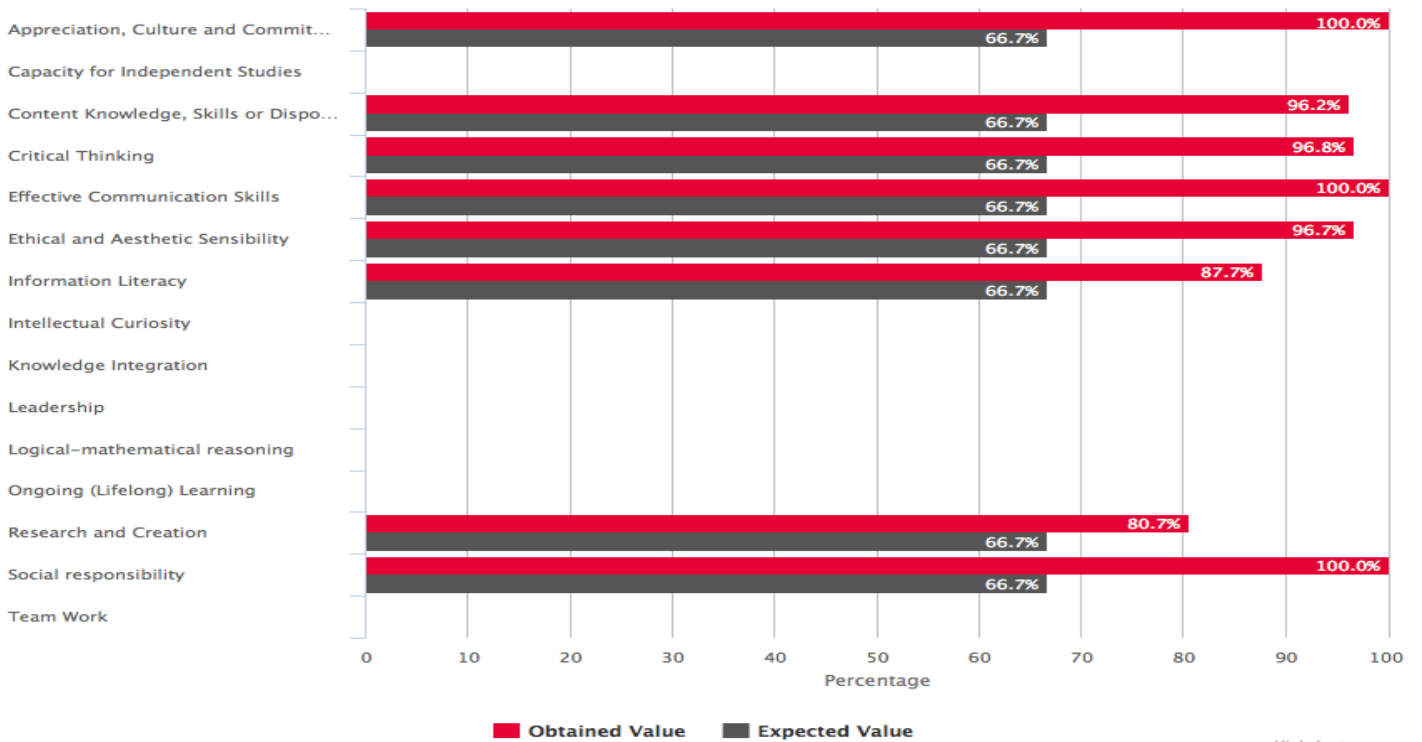A.   **Campus-wide performance by learning outcome**

1.   **Results Breakdown**

a)   *Learning outcomes measured: 8 out of 15*

b)   *Learning outcomes achieved: 8 out of 8 (100%)*

c)   *Learning outcomes requiring improvement: None*

2.   **Graduate Program Participation by Learning Outcome**

Learning Outcome	# of Programs Achieving Outcome	Graduate Programs Participating	Success Rate
Appreciation and Commitment to the Ideals of Puerto Rican Society, Caribbean and International Context	1	1	100%
Capacity for Independent Study	0	0	N/M
Content Knowledge, Skills or Dispositions in the Discipline	2	2	100%
Critical Thinking	2	2	100%
Effective	1	1	100%

Learning Outcome	# of Programs Achieving Outcome	Graduate Programs Participating	Success Rate
Communication Skills			
Ethical and Aesthetic Sensibility	1	1	100%
Information Literacy	2	2	100%
Intellectual Curiosity	0	0	N/M
Knowledge Integration	0	0	N/M
Leadership	0	0	N/M
Logical-mathematical reasoning	0	0	N/M
Ongoing (Lifelong) Learning	0	0	N/M
Research and Creation		2	100%
Social Responsibility		1	100%
Teamwork	0	0	N/M

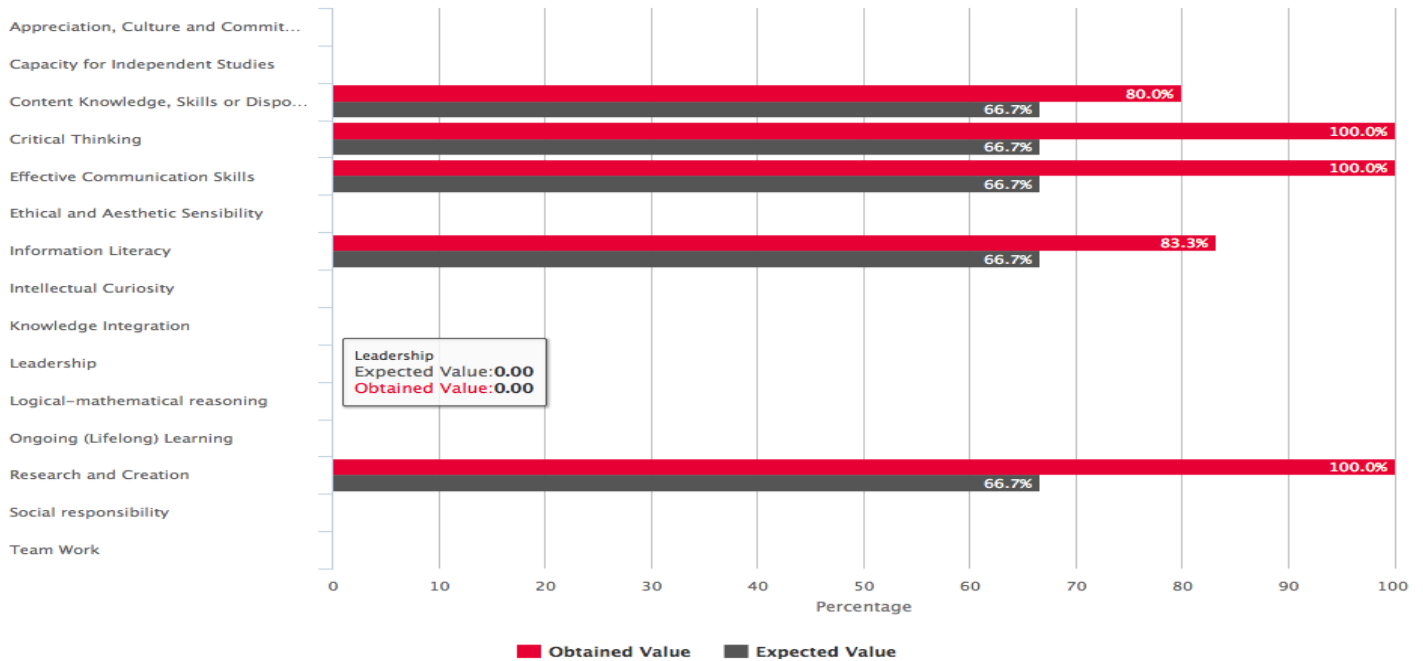## A. Performance in Master's of Communication

1. **Results Breakdown**

   a) *Learning outcomes measured: 5 out of 15*

   b) *Learning outcomes achieved: 5 out of 5 (100%)*

   c) *Learning outcomes requiring improvement: None*

2. **Courses doing assessment: 1 out of 1 (100%)**

B.   Performance in Master's in Social Work

Learning Outcome	Obtained Value	Expected Value
Appreciation, Culture and Commit...	100.0%	66.7%
Capacity for Independent Studies		
Content Knowledge, Skills or Dispo...	98.6%	66.7%
Critical Thinking	95.2%	66.7%
Effective Communication Skills		
Ethical and Aesthetic Sensibility	96.7%	66.7%
Information Literacy	88.9%	66.7%
Intellectual Curiosity		
Knowledge Integration		
Leadership		
Logical–mathematical reasoning		
Ongoing (Lifelong) Learning		
Research and Creation	80.2%	66.7%
Social responsibility	100.0%	66.7%
Team Work		

Logical–mathematical reasoning
Expected Value: **0.00**
Obtained Value: **0.00**

■ Obtained Value   ■ Expected Value

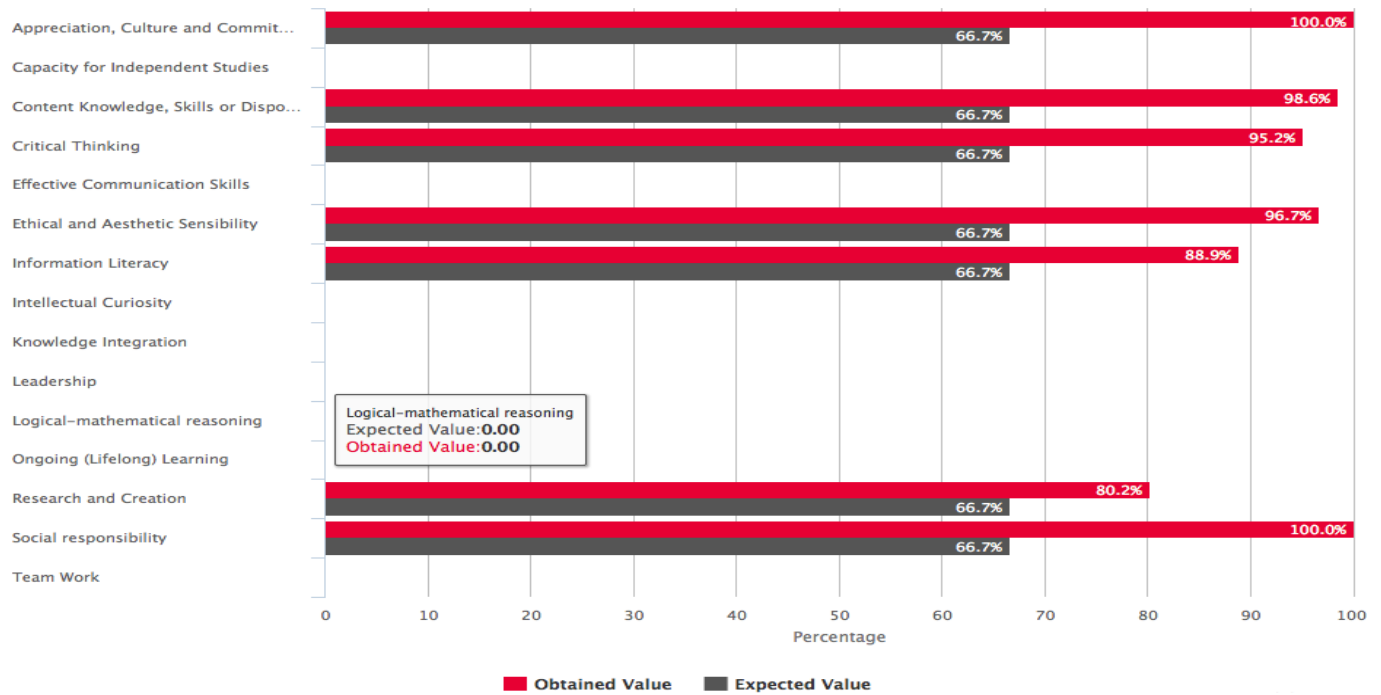1.   **Results Breakdown**

   a)   *Learning outcomes measured: 7 out of 15*

   b)   *Learning outcomes achieved: 7 out of 7 (100%)*

   c)   *Learning outcomes requiring improvement: None*

2.   **Courses doing assessment: 2 out of 2 (100%)**

JUNTA DE SÍNDICOS
UNIVERSIDAD DE PUERTO RICO

CERTIFICACIÓN NÚMERO 25
2003-2004

Yo, Gloria Butrón Castelli, Secretaria de la Junta de Síndicos de la Universidad

de Puerto Rico, CERTIFICO QUE:

La Junta de Síndicos, en su reunión ordinaria del sábado, 27 de septiembre de

2003, habiendo considerado las recomendaciones de su Comité de Asuntos Académicos,

acordó:

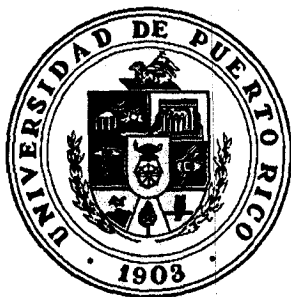|	
Por Cuanto:	**El 21 de junio de 2003 la Junta de Síndicos propuso la aprobación de nuevas Políticas y Normas de Admisión a la Universidad de Puerto Rico para Estudiantes Procedentes de la Escuela Superior; y**
Por Cuanto:	**De conformidad con la Ley de Procedimiento Administrativo Uniforme del Estado Libre Asociado de Puerto Rico, Ley Núm. 170 de 12 de agosto de 1988, según enmendada, la Junta publicó el 24 de julio de 2003, un aviso en un periódico de circulación general de Puerto Rico sobre la acción propuesta y dio oportunidad para someter comentarios por escrito por un término no menor de treinta (30) días, contados a partir de la fecha de publicación del anuncio; y**
Por Cuanto:	**La Junta de Síndicos tomó en consideración los únicos dos (2) comentarios por escrito que fueron sometidos respecto al referido Reglamento, antes de hacer una determinación definitiva sobre su adopción; y**
Por Cuanto:	**La Junta tomó en consideración, además de los referidos comentarios, su experiencia, competencia técnica, conocimiento especializado, discreción y juicio, al hacer su determinación respecto a las disposiciones definitivas de dicho Reglamento; y**
Por Tanto:	**En virtud de lo expresado anteriormente, la Junta de Síndicos resolvió:**
	1. Aprobar las nuevas Políticas y Normas de Admisión a la Universidad de Puerto Rico para Estudiantes Procedentes de la Escuela Superior, según dispuesto en el documento que se

PO Box 23400, San Juan, Puerto Rico 00931-3400
TEL. (787) 758-3350, Fax (787) 758-7196

incorpora y forma parte integral de esta Certificación;

2. Determinar que las referidas Políticas y Normas de Admisión adoptadas se presenten para su radicación en el Departamento de Estado del Estado Libre Asociado de Puerto Rico, de conformidad con la referida Ley de Procedimiento Administrativo Uniforme;

3. Disponer que estas Políticas y Normas de Admisión entrarán en vigor treinta (30) días después de su radicación en el Departamento de Estado y aplicarán a partir de la admisión correspondiente al año académico 2004-2005.

4. Disponer además, que a partir de la referida fecha de vigencia quedarán derogadas las Certificaciones Núms. 116 (1978-79), 103 (1979-80), 15 (1994-95) y cualesquiera otras certificaciones, políticas o normas en contravención con las referidas Políticas y Normas de Admisión.
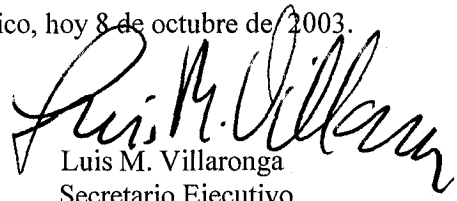
Y PARA QUE ASÍ CONSTE, expido la presente Certificación, en San Juan, Puerto Rico, hoy 27 de septiembre de 2003.

Gloria Butrón Castelli
Secretaria

CERTIFICO: Que este Reglamento es copia fiel y exacta del original que se encuentra en los archivos de la Junta de Síndicos de la Universidad de Puerto Rico.

En San Juan, Puerto Rico, hoy 8 de octubre de 2003.

Luis M. Villaronga
Secretario Ejecutivo

POLÍTICAS Y NORMAS DE ADMISIÓN
A LA
UNIVERSIDAD DE PUERTO RICO
PARA ESTUDIANTES PROCEDENTES DE LA ESCUELA SUPERIOR

Aprobadas por la Junta de Síndicos,
Certificación Núm. 25 (2003-2004)

La Universidad de Puerto Rico procura, como parte de su misión, la formación óptima de los estudiantes que admite. Para ello, debe asegurarse de que sus criterios de admisión le permitan identificar, entre los solicitantes, aquellos que tienen el potencial de asumir los retos educativos y académicos que suponen los estudios en una institución universitaria de calidad.

La política de admisión de la Universidad se ha elaborado precisamente con el fin de predecir dicho potencial, de acuerdo con las exigencias de los diversos programas académicos que ofrece la institución. Por otra parte, esta política de admisión procura garantizar—a los solicitantes, a sus padres y al país en general—que la Universidad de Puerto Rico utiliza criterios y procedimientos de admisión formales y equitativos.

En este documento, se recogen elementos relacionados con los criterios y procedimientos de admisión que estaban dispersos en diversas certificaciones; a saber: los requisitos de admisión, la fórmula de los índices mínimos de ingreso, las normas y procedimientos para la admisión en función de habilidades, talentos o condiciones excepcionales, y la admisión diferida. Los cambios que propone el documento responden a la experiencia institucional y a procesos de evaluación, y tienen como propósito afinar la capacidad de la Universidad para identificar aquellos estudiantes que podrán beneficiarse de manera óptima de sus ofertas académicas.

1.   REQUISITOS DE ADMISIÓN POR POTENCIAL ACADÉMICO

    A.   Los requisitos de admisión a la Universidad de Puerto Rico por potencial académico serán:

        1)   Haber cumplido con los requisitos de graduación de escuela superior pública o privada que ostente la licencia para operar, según requerida por la jurisdicción correspondiente, o haber aprobado el examen de equivalencia del Departamento de Educación del Estado Libre Asociado de Puerto Rico;

        2)   Haber tomado el examen de ingreso requerido; y

        3)   Cumplir con el Índice de Ingreso establecido para el programa de estudios.

2.   ÍNDICE DE INGRESO

    Para fines de esta Certificación, el Índice de Ingreso se computará a base de los valores normalizados y estandarizados del promedio de escuela superior, la

Políticas y Normas de Admisión

Appendix 6.1 (cont.)
Certificación Número 25
(2003-2004)
Página 2

puntuación de la parte de razonamiento verbal y de razonamiento matemático del examen de ingreso, asignándoles un peso de 50%, 25% y 25% respectivamente.

3. ADMISIÓN POR HABILIDADES, TALENTOS O CONDICIONES EXCEPCIONALES

A. La Universidad de Puerto Rico autorizará la admisión de un número limitado de estudiantes tomando en consideración sus habilidades, talentos o condiciones excepcionales. Los requisitos de admisión bajo este concepto, serán:

1) Haber cumplido con los requisitos de graduación de escuela superior con un promedio no menor de 2.00, o haber aprobado el examen de equivalencia del Departamento de Educación del Estado Libre Asociado de Puerto Rico;

2) Haber tomado el examen de ingreso requerido;

3) Haber indicado en la Solicitud única de Admisión a la Universidad de Puerto Rico que posee habilidades, talentos o condiciones excepcionales; y

4) Tener un Índice de Ingreso no menor de veinte (20) puntos del Índice de Ingreso del programa de estudios de la unidad al que el estudiante es considerado para admisión.

B. Cada unidad institucional deberá establecer las habilidades y talentos que tomará en consideración a base de la afinidad de éstas con sus programas académicos, oferta de cursos, actividades co-curriculares y servicios de apoyo disponibles que promuevan el cultivo de estas habilidades y talentos y provean para atender adecuadamente las condiciones excepcionales. El número total de estudiantes admitidos a cada unidad institucional bajo estas categorías estará sujeto a los espacios dispuestos dentro del cupo de los programas académicos para este tipo de admisión en la planificación académica anual y no excederá el 2.2% por ciento del total de estudiantes admitidos a la unidad.

C. Anualmente, la Oficina de Admisiones de la Vicepresidencia de Asuntos Académicos enviará a la unidad institucional una lista de los estudiantes que cumplen con los requisitos para ser considerados para admisión bajo estas categorías. Solamente podrán ser considerados para admisión los estudiantes que figuren en dicha lista.

D. Una vez concluya el proceso de admisión, las Oficinas de Admisiones de las unidades remitirán a la Oficina de Admisiones de la Vicepresidencia de Asuntos Académicos un informe que incluya una relación de los estudiantes admitidos bajo este concepto indicando la habilidad, talento o condición excepcional, el programa académico al que se admitió, las

actividades co-curriculares o los servicios dispuestos de acuerdo a la categoría indicada.

E.   Anualmente, las oficinas de registro de las unidades institucionales rendirán un informe a la Oficina de Admisiones de la Vicepresidencia de Asuntos Académicos sobre la retención y progreso académico de los estudiantes admitidos el año anterior por concepto de habilidades, talentos o condiciones excepcionales, en comparación al estudiantado admitido por potencial académico, para proveer los elementos necesarios para la evaluación continua de los lineamientos en esta disposición y emitir recomendaciones al respecto.

4. ADMISIÓN DIFERIDA

A.   Las unidades institucionales tendrán discreción para conceder una admisión diferida con carácter excepcional a estudiantes subgraduados talentosos que habiendo sido admitidos a la Universidad de Puerto Rico se les presenten oportunidades de tener experiencias educativas postsecundarias no universitarias fuera de Puerto Rico, cuyo periodo de efectividad pueda coincidir con su primer año de estudios en la Universidad. De concederse, la admisión diferida sólo será válida para efectos de la admisión del año académico siguiente.

B.   Los estudiantes subgraduados podrán solicitar una admisión diferida mediante carta dirigida a la Oficina de Admisiones de la unidad institucional, en la que justifiquen el valor académico de la petición.

1)   Toda solicitud de admisión diferida deberá presentarse tan pronto el estudiante reciba notificación de la admisión a la Universidad de Puerto Rico.

5. DISCRIMEN PROHIBIDO

La Universidad de Puerto Rico no discrimina por motivos de raza, color, sexo, género, orientación sexual, edad, nacimiento, origen o condición social, impedimento, limitación física, mental o sensorial, institución de origen ni ideas políticas o religiosas.

6. PROCEDIMIENTOS

El Presidente de la Universidad de Puerto Rico establecerá y promulgará las disposiciones normativas y los procedimientos necesarios o enmendará aquellos vigentes para implantar y aplicar uniformemente lo dispuesto en esta Certificación; disponiéndose, sin embargo, que los Rectores de la unidades institucionales podrán emitir directrices administrativas para implementar en su unidad lo dispuesto en esta Certificación, siempre y cuando no contravengan ni lo dispuesto en ella ni lo dispuesto en las disposiciones normativas o los procedimientos emitidos por el Presidente de la Universidad.

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Políticas y Normas de Admisión

7. ENMIENDAS

Las disposiciones de estas políticas y normas de admisión podrán ser enmendadas de tiempo en tiempo por la Junta de Síndicos, por recomendación del Presidente de la Universidad de Puerto Rico.

8. VIGENCIA Y DEROGACIÓN

A.   Estas Políticas y Normas entraran en vigor treinta (30) días después de su radicación en el Departamento de Estado y se aplicarán a partir de la admisión correspondiente al año académico 2004-2005.

B.   A partir de la referida fecha de vigencia, quedaran derogadas las Certificaciones Núms. 116 (1978-79), 103 (1979-80) y 15 (1994-95) y quedará sin efecto cualesquiera otras certificaciones, políticas o normas en contravención con las presentes Políticas y Normas de Admisión.

Appendix 6.2 Recruitment Letter

14 de abril de 2015

«EXT_SCHOOL_NUMBER» **«SCHOOL_NAME»**
«Nombre» «Apellidos»

Estimado (a) **«Nombre»**:

La Universidad de Puerto Rico, en colaboración con el Departamento de Educación de Puerto Rico, ha desarrollado la iniciativa ***Proyecto Acceso al Éxito*** para promover el interés de continuar estudios universitarios en los estudiantes. Esta es una iniciativa que tiene como propósito principal mantenerte informado, preparado y facilitarte la transición a una vida universitaria. **¡Anímate a conocer esta iniciativa!**
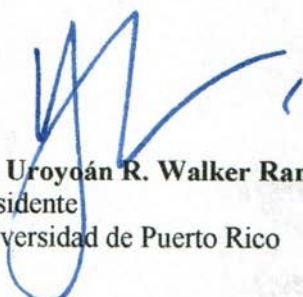
Una persona con estudios universitarios es considerada un profesional en el mundo laboral y típicamente recibe mejores salarios, beneficios y oportunidades de crecimiento económico, social y personal que aquellas personas que no cuentan con estos estudios. Además, si posees una iniciativa empresarial, la universidad te proporcionará la información y herramientas necesarias para que la puedas desarrollar. Date una oportunidad, **¡Motívate!**

Te recomendamos lo siguiente:

- Prepárate para la Prueba de Evaluación y Admisión Universitaria del *College Board,* que se ofrece de manera **gratuita**. Toma los cursos de repaso que incluimos en el enlace **www.repasoupr.org. La próxima Prueba de Evaluación y Admisión Universitaria será en tu escuela durante el mes de octubre de 2015.**

- Infórmate para tomar decisiones. Cada recinto de la Universidad de Puerto Rico y otras instituciones universitarias llevan a cabo "Casas Abiertas" para mostrarte las instalaciones, los recursos y las ayudas económicas disponibles. Mantente atento a la prensa para conocer las fechas y pregunta al (la) consejero(a) de tu escuela.

- Fortalece tus conocimientos y destrezas. Hay varios cursos en línea accesibles que reforzarán tus capacidades académicas para continuar tus estudios universitarios.

- Participa de los campamentos de verano que se ofrecen. Completa la solicitud de admisión a través de nuestra página web en la sección de **Eventos**.

Un mundo de posibilidades está disponible para ti de forma gratuita. Busca más información en http://exito.upr.edu/. Te esperamos.
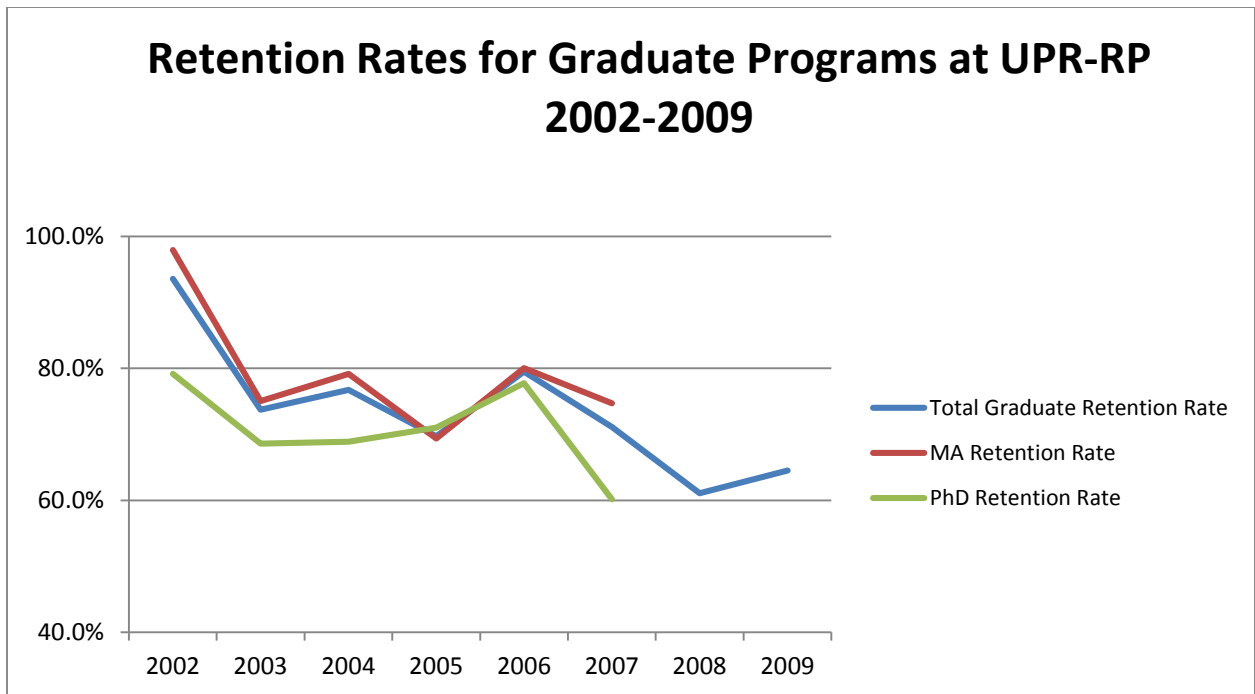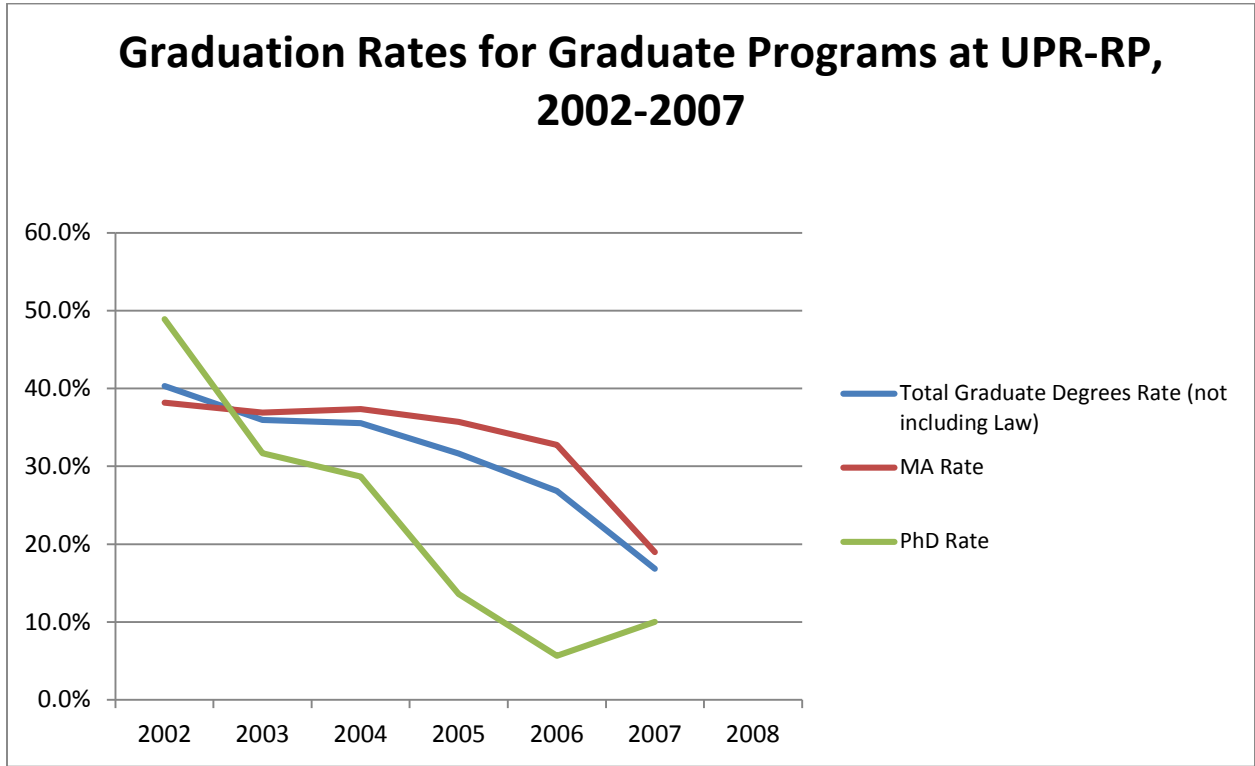
Cordialmente,

Dr. Uroyoán R. Walker Ramos
Presidente
Universidad de Puerto Rico

Prof. Rafael Román Meléndez
Secretario
Departamento de Educación de PR

Graduation Rates for Graduate Programs at UPR-RP, 2002-2007

Retention Rates for Graduate Programs at UPR-RP 2002-2009

Appendix 6.4: Financial Aid Granted for AYs 2011-12, 2012-13, and 2013-14 by Fund

Fund	2011-12		2012-13		2013-14	
Fund (Clientele)	Amount Disbursed ($)	No. of Students	Amount Disbursed ($)	No. of Students	Amount Disbursed ($)	No. of Students
Legislative scholarship (Law)	300,000	154	300,000	156	299,750	152
Direct loan subsidized (BA)	5,527,616	1,256	4,604,621	1,038	4,069,742	928
Direct Loan Subsidized (Law)	3,118,944	398	0*	0	0*	0
Direct loan subsidized (Graduate)	3,405,902	502	0*	0	0*	0
Direct loan non-subsidized (BA)	408,458	128	446,462	134	390,527	125
Direct loan non-subsidized (Law)	2,145,154	259	4,907,502	364	5,250,134	385
Direct loan non-subsidized (Graduate)	313,691	51	4,535,018	536	4,756,910	547
FSEOG aid (BA)	551,525	686	553,009	689	541,068	653
Work-Study Program	507,639	308	707,516	379	573,262	393
Graduate Supplementary Aid	776,682	340	650,479	297	837,417	363
Legislative Scholarships (Graduate)	398,791	218	400,000	225	399,500	223
Legislative Scholarships (BA)	1,155,800	1,351	1,356,916	1,972	1,339,918	2,183
Pell Grants	35,743,406	7,883	32,434,075	7,206	33,191,308	7,137
Total	$54,353,608	13,534	$50,897,598	12,996	$51,649,536	13,089

Source: Office of Financial Aid, March 2015

*As of AY 2012-13, subsidized loans for graduate students were eliminated.

Appendix 6.5: CCAPS-34 Instrument

INSTRUCCIONES: Las siguientes aseveraciones describen pensamientos, sentimientos y experiencias que las personas suelen tener. Por favor indique cuál de las aseveraciones le describe mejor durante las pasadas dos (2) semanas usando la siguiente escala que lee como sigue: "en nada es como yo" (0) a "extremadamente como yo" (4). Lee cuidadosamente y selecciona solamente una respuesta por cada aseveración. Por favor no dejes aseveraciones sin contestar. Gracias por tu participación.

		En nada es como yo				Extremadamente como yo
		0	1	2	3	4
1.	Soy tímido(a) cuando estoy entre la gente.					
2.	Mi corazón se acelera por cualquier razón.					
3.	No puedo controlarme cuando como.					
4.	No disfruto estar con la gente como antes.					
5.	Me siento aislado(a) y solo(a).					
6.	Pienso en la comida más de lo que debiera.					
7.	Me da ansiedad pensar que pueda tener un ataque de pánico en público.					
8.	Confío en que puedo triunfar académicamente.					
9.	Tengo dificultad para dormir.					
10.	Mis pensamientos están fuera de control.					
11.	Me siento inútil. / Siento que no valgo nada.					
12.	Me siento desamparado(a).					
13.	Como demasiado.					
14.	Consumo alcohol frecuentemente.					
15.	Tengo episodios de terror y pánico.					
16.	Cuando consumo alcohol no puedo recordar lo que ocurrió.					
17.	Me siento tenso(a).					
18.	Tengo dificultad para controlar mi temperamento.					
19.	Hago amistades con facilidad.					
20.	A veces siento ganas de romper o dañar cosas.					
21.	Me siento triste todo el tiempo.					
22.	Me preocupa no agradarles a otras personas.					
23.	Me da coraje fácilmente.					
24.	Me siento incómodo(a) entre gente desconocida.					
25.	He pensado en quitarme la vida.					
26.	Me siento ansioso(a).					
27.	Bebo más de lo que debiera.					
28.	No puedo concentrarme tan bien como antes.					
29.	Tengo miedo de perder el control y actuar violentamente.					
30.	Se me hace difícil mantener la motivación hacia mis clases.					
31.	Por estar borracho he hecho cosas de las que me arrepiento.					
32.	Tengo discusiones con frecuencia.					
33.	No logro mantenerme al día con el trabajo académico.					
34.	Me vienen pensamientos de lastimar a otras personas.					

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Universidad de Puerto Rico

Decanato Auxiliar de Relaciones Internacionales

Recinto de Río Piedras

Encuesta para Asistentes a Orientación de Intercambio

Fecha: _____

Facultad o Departamento: _____

Concentración: _____

Año de Estudios:_____

Programa: ISEP ____   MICEFA ____   ISEP ____   Convenio ____   NSE ____

¿Qué te motivó a asistir a la orientación?

    _____ curiosidad

    _____ interés genuino por participar en el programa

    _____ acompañar amigo

    _____ recomendaciones de participantes en un programa de intercambio

    _____ promoción interesante

¿Qué te motiva a participar en un programa de intercambio?

    _____ reto

    _____ interés por la historia y cultura

    _____ te lo recomendó un amigo o familiar

    _____ te lo recomendó un profesor o consejero

    _____ deseos de alejarte por un tiempo

¿Cómo evalúas la información recibida sobre los siguientes aspectos?

	excelente	buena	regular	satisfactorio	no opino
Opciones de intercambio					
Costos					
Asistencia Económica					
Requisitos Académicos					
Convalidación de Cursos					

	excelente	buena	regular	satisfactorio	no opino
Dominio del tema					
Destreza de presentación					
Destreza de comunicación					
Ejemplos presentados					
Despierta interés					
Espacio para preguntas					
Cumplimiento de objetivo					

¿Qué otra información considera que debe incluirse en las orientaciones?

_____

_____

_____

_____

Comentarios:

¡Gracias!

CUESTIONARIO A ESTUDIANTES QUE PARTEN DE INTERCAMBIO

INFORMACIÓN PERSONAL

Género: ___ F ___ M   **Edad:** _____   **Año de Estudio:** _____

Facultad
- _____ Educación
- _____ Humanidades
- _____ Ciencias Sociales
- _____ Arquitectura
- _____ Ciencias Naturales
- _____ Administración de Empresas
- _____ Escuela de Comunicaciones

Programa de Participación
- _____ NSE
- _____ ISEP
- _____ Convenio Bilateral
- _____ Programa de Verano en Oswego
- _____ Programa de Verano en Toledo
- _____ Otro: _____

Universidad Receptora
_____

Año Académico
2014-2015

Periodo de Intercambio
- _____ Primer Semestre 2014-15
- _____ Segundo Semestre 2014-15
- _____ Verano

SERVICIOS RECIBIDOS POR LA OFICINA DE ESTUDIANTES INTERNACIONALES E INTERCAMBIO

Criterio a Evaluar	Excelente	Bueno	Regular	Malo	No Opino
Trato del personal					
▪ Recepción					
▪ Coordinador					
Agilidad en atender su necesidad					
▪ Recepción					
▪ Coordinador					
Calidad de servicio recibido					
Información recibida sobre el país receptor					
Información recibida sobre la universidad receptora					

SERVICIOS RECIBIDOS EN SU DEPARTAMENTO Y/O FACULTAD

Criterio a Evaluar	Excelente	Bueno	Regular	Malo	No Opino
Realización de su evaluación académica					
Orientación para realizar su proyección de cursos					

Criterio a Evaluar	Excelente	Bueno	Regular	Malo	No Opino
Trámites de ACOI					
▪ Trámite de Equivalencia de clases					
▪ Trámite de aprobación del Director de Departamento					
▪ Trámite de aprobación del Decano Auxiliar de Asuntos Estudiantiles					
Disponibilidad de personal para orientación					
▪ Consejero académico					
▪ Asesor académico					
▪ Director del Departamento					
▪ Decano Auxiliar de Asuntos Estudiantiles					

ORIENTACIÓN PRE-PARTIDA Y DESPEDIDA

Criterio a Evaluar	Excelente	Bueno	Regular	Malo	No Opino
Materiales distribuidos:					
▪ Choque cultural					
▪ Antes de partir					
▪ Compromiso de pago					
▪ Documentos oficiales					
▪ Información tarjeta ISIC					
▪ Evaluación y hoja de datos					
Temas ofrecidos					
▪ Antes de partir					
▪ Al llegar al país receptor					
▪ Durante el intercambio					
▪ Al llegar a la universidad receptora					
▪ Proceso de reintegración a la UPR					
Sesión de preguntas y respuestas					
Información obtenida de los invitados					
Distribución del tiempo					
Conocimiento del presentador					

¿Qué otro tema debería ser incluido?

_____

_____

_____

C O M E N T A R I O S

_____

_____

_____

_____

Appendix 6.8: Brief Historical Outline of Internationalization Efforts at the UPR-RP

La *Política de Internacionalización* del Recinto de Río Piedras aprobada en 2004 (Circular 01, 2004-2005) y revisada en 2007 (Circular 14/nov/2007), responde al interés de "enhance the Campus visibility within the international community" y presenta, como parte de la voluntad de fortalecer la búsqueda, construcción y ampliación en el contexto de diversas perspectivas nacionales, internacionales y transnacionales, una serie de objetivos y estrategias institucionales que buscan específicamente atender las particularidades del sector docente, a saber:

Objetivos:
- Enriquecer y fortalecer **los programas y actividades académicas**, **la investigación** y **la calidad de la enseñanza** mediante la integración de la dimensión internacional en los mismos.
- Fortalecer en los **docentes** las competencias que le permitan involucrarse en el proceso de cambio y transformación institucional hacia la internacionalización.

Estrategias institucionales:
- Fortalecer la adecuada unidad o programa administrativo-académico para facilitar y coordinar las iniciativas de colaboración e intercambio internacional, así como las gestiones para viabilizar el reclutamiento de estudiantes y profesores visitantes.
- Proveer los adecuados recursos para vivienda y servicios a la comunidad de visitantes internacionales del Recinto.
- Propiciar un ambiente en que se validen y generen actividades de investigación orientadas hacia la dimensión de lo intercultural e internacional.
- Promover que en los procesos de revisión curricular se considere la dimensión internacional e intercultural.

En cuanto a los docentes específicamente, la *Política de Internacionalización* se propone:

- Facilitar y promover el intercambio de profesores con instituciones extranjeras;
- Facilitar y promover que los profesores e investigadores se involucren en trabajos de investigación con instituciones extranjeras o con proyectos internacionales;
- Viabilizar la participación de los profesores en eventos internacionales, especialmente para la divulgación de los resultados de sus investigaciones;
- Fortalecer la presencia de profesores, investigadores y conferenciantes visitante en el Recinto;
- Estimular y validar la contribución docente en la gestión del Proyecto Internacional del Recinto de Río Piedras.

En la versión de 2007, la política institucional reformula algunos de sus objetivos generales, que incluyen, entre otros:

- Integrar **al currículo y a la investigación** temas y experiencias internacionales;

- Ampliar las oportunidades de estudio e investigación en el exterior para nuestros **docentes** y estudiantes y, en el Recinto, para estudiantes y **docentes** del exterior (Objetivo 5.2 del plan *Visión Universidad 2016*)

- Fortalecer, diversificar e intensificar la proyección internacional de **la producción intelectual y académica** del Recinto.

Así pues, el Recinto de Río Piedras, como la Universidad de Puerto Rico en general, se compromete a fomentar la aportación del sector docente en el ámbito de la internacionalización, no solamente a través de proyectos de colaboración internacional – para la enseñanza y la investigación – sino también a través de su participación en los procesos de creación y revisión curricular.

Como estrategias para lograrlo, el Recinto se propone, entre otros:

- Diseñar e implementar un plan de acción para la internacionalización del Recinto;

- Facilitar y promover la participación en trabajos de investigación con instituciones extranjeras, en proyectos y eventos internacionales y en la divulgación de los resultados de las investigaciones mediante las redes de colaboración internacional;

- Establecer y viabilizar acuerdos con proyectos y programas internacionales, instituciones extranjeras y agencias que provean y promuevan el desarrollo de la educación superior internacional;

- Incentivar el reclutamiento y la participación de estudiantes y profesores internacionales en los departamentos;

- Reconceptuar las estructuras académicas, administrativas y de servicios para apoyar, promover y coordinar las políticas e iniciativas de colaboración e intercambio internacional acorde con los objetivos que se persiguen.

- Ofrecer a los estudiantes, docentes e investigadores del exterior, condiciones idóneas de incorporación y convivencia en la Universidad de Puerto Rico.

Como parte del proyecto de Internacionalización del Recinto, el Decanato de Asuntos Académicos (DAA) constituyó un Comité de Internacionalización que recomendó, entre otras cosas, la creación de una oficina que trabajara exclusivamente con los asuntos de internacionalización. A raíz de esto se estableció, en agosto de 2007, el Decanato Auxiliar de Asuntos Internacionales (DAAI), adscrito al DAA. En este periodo se revisó la *Política de Internacionalización*, se atendieron algunos servicios que afectaban directamente al sector estudiantil (se mejoró el sistema de archivo electrónico y solicitud de autorización para tomar cursos en el extranjero (ACOI), y se asignó el prefijo 701 en el número de estudiante para distinguir los estudiantes internacionales admitidos de los estudiantes locales), se trabajó con la inclusión de temas y experiencias internacionales al currículo a través de la Propuesta Conjunta de Secuencia Curricular en Experiencias Internacionales entre el DAA y la Facultad de Humanidades aprobada en 2010 (Certificación 49, 2008-2010, del SA) y, más específicamente, one curricular sequence on a topic linked to an

international experience, *The Muslim World*, on account of an agreement with the University of Granada (Spain) (Periodic Review Report, 2010).

Además, se elaboró un Plan de alojamiento para visitantes en las instalaciones de Plaza Universitaria en colaboración con el INIM, con la intención de mejorar las condiciones de "incorporación y convivencia" de los docentes extranjeros en el Recinto, y se redactaron protocolos y modelos para diferentes tipos de convenios, entre otros logros importantes. Finalmente, emphasis has been given to increase the international diversity of UPRRP Faculty. Por ejemplo, en 2012 las autoridades del Recinto revisaron la política para el reclutamiento en puestos probatorios docentes de enseñanza de extranjeros no inmigrantes.

Por otra parte, el Recinto cuenta con otras instancias de apoyo para la participación de los docentes del Recinto en programas de movilidad internacional y de los docentes extranjeros que participen de proyectos con la UPRRP. Entre estos, el ya mencionado Programa de Visitantes, así como el Programa de Mejoramiento para la docencia, meant to support faculty presentations at scholarly international events[1], también administrado desde el DAA, los fondos de investigación del Decanato de Estudios Graduados e Investigación y los esfuerzos individuales de las Facultades para promover la movilidad de sus docentes/investigadores y la de los profesores extranjeros.

As of 2010, the Periodic Review Report stated that

> *Having achieved the goals initially set for the internationalization project, assessment has identified several challenges to its further development. One of the main limitations is funding to support students' experiences abroad. Due to the financial situation at the present time, efforts must intensify to identify available external sources of funding. The institutional funding for faculty travel and visiting professors is expected to continue stable* […]

Sin embargo, en junio de 2010 el DAAI fue desarticulado en beneficio del Decanato Auxiliar de Relaciones Internacionales (DARI), adscrito al Decanato de Estudiantes y la coordinación de los diferentes componentes de la agenda internacional se diluyeron entre estas oficinas (DARI, DAA). Por razones presupuestarias, el fondo para Profesores Visitantes, se vio afectado y no pudo ser asignado durante un año académico. Este periodo coincidió también con una cierta desarticulación de los procesos coordinados de internacionalización entre la Administración Central y el Recinto, en parte por la difícil situación fiscal, los procesos huelgarios y un cambio en las prioridades institucionales a nivel central. En la medida en que los recintos del sistema UPR dependen de la Administración Central para concretizar sus propios procesos de internacionalización, como por ejemplo, lo que concierne la firma de convenios internacionales[2], los proyectos

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[1] Between 2005 and 2009, for example, 749 UPRRP faculty members participated in international experiences.

[2] El artículo 5 (c) (10) de la Ley de la Universidad de Puerto Rico, Ley Núm. 1 del 20 de enero de 1966, según enmendada, dispone que el único funcionario autorizado para suscribir convenios con entidades a nivel

del Recinto se dilataban toda vez que no recibían la atención requerida en las instancias superiores.

Aun en estas circunstancias, el Recinto de Río Piedras continuó promoviendo los proyectos internacionales de diferente índole, como lo evidencia el Plan Operacional para el Recinto (2011-2014), conocido como *Trazos*. Este documento reitera el interés de desarrollar la internacionalización mediante 1) un plan agresivo de reclutamiento de estudiantes extranjeros, 2) la promoción de una *cultura de investigación, producción intelectual y creativa y* ***colaboración internacional***, 3) el aumento de la cantidad de estudiantes matriculados en la Secuencia Curricular en Experiencias Internacionales, 4) el desarrollo de proyectos académicos y nuevos acuerdos de colaboración con instituciones educativas en otros países para proveer experiencias internacionales a los estudiantes y profesores, 5) la creación de un Fondo Semilla para proyectos académicos colaborativos con otros países, 6) la celebración de simposios internacionales con el Recinto como proponente y líder y, finalmente, 7) el aumento en el reclutamiento de profesores internacionales.

CONTEXTO ACTUAL

En diciembre de 2012 se publicó la Circular #34 (2012-2013) sobre la *Gestión estratégica para los asuntos internacionales en el Recinto de Río Piedras*, vigente al día de hoy, que dispone que la gerencia estratégica y operacional de los asuntos internacionales es una responsabilidad compartida entre tres instancias administrativas:

- el Decanato de Asuntos Académicos (DAA), encargado del reclutamiento y evaluación del docente internacional, así como de los visados que apliquen, además del desarrollo continuo de dicho personal docente;
- el Decanato de Estudiantes, encargado de la movilidad estudiantil en todas sus dimensiones, (intercambio, movilidad libre y viaje de estudio a otros países), y los asuntos de los estudiantes internacionales;
- y el Decanato de Estudios Graduados e Investigación (DEGI), encargado de la colaboración internacional y la movilidad docente, la concertación de convenios y alianzas según la reglamentación vigente, el programa de profesores visitantes y la promoción de proyectos e iniciativas académicas de colaboración internacional.

En la práctica, no obstante, esta nueva organización no ha resultado viable y muchas de estas responsabilidades son atendidas por las instancias que lo han hecho tradicionalmente (DAA: colaboración internacional, convenios y alianzas internacionales, proyectos e iniciativas académicas de colaboración internacional, programa de profesores visitantes; DARI: movilidad estudiantil y docente, visados). Actualmente, esta estructura

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internacional es el Presidente de la Universidad de Puerto Rico. Para firmar convenios específicos a nivel de Recinto, el Rector debe someter el proyecto a evaluación ante los funcionarios de la Oficina del Presidente y solicitarle la autorización a este último para suscribir cualquier acuerdo de colaboración internacional.

dispuesta por la Circular 34 está en proceso de evaluación y el DAA está articulando un proyecto que atienda y simplifique todos los aspectos de la colaboración a nivel internacional.

Por su parte, la Oficina de Planificación Estratégica y Presupuesto (OEP) preparó para la renovación de licencia del CEPR el documento *Visión Universidad 2016: Integración de planificación y presupuesto 2013-2014 al 2015-2016*, que le da seguimiento a los aspectos más importantes que el Recinto debe atender entre 2014, fecha de culminación de *Trazos* y 2016, fecha de terminación de los planes *Diez para la Década* y *Visión 2016*. El documento está alineado con este último, y se refiere a aspectos estrechamente vinculados a la meta de internacionalización en varias de sus prioridades y actividades:

- Prioridad 1: *Acceso a la universidad experiencia estudiantil y éxito profesional*;
    - o Actividad 6 – Creación o promoción de experiencias estudiantiles en intercambio estudiantil, entre otras.
- Prioridad 2: *Innovación curricular* –
    - o Actividad 9 -Desarrollo e implantación del modelo de infraestructura y apoyos para la educación a distancia.
- Prioridad 3*: Actividad intelectual, producción de conocimientos y aportación a la sociedad.*
    - o Meta 1, Objetivos 1.1, 1.3, 1.4, 1.6.
        - ▪ Actividad 1.6: Fomento de publicaciones en revistas arbitradas por pares y editoriales internacionales, presentaciones de libros o resultados de estudios y de obras creativas
    - o Meta 3, objetivos 3.3 y 3.4 (aprendizaje en las esferas nacionales e internacionales y ampliar las oportunidades in intercambio del cuerpo docente y estudiantes de diferentes disciplinas).
- Prioridad 4 *Proyección institucional alianzas y compromiso social.*
    - o Meta 9, Objetivo 9.5.
        - ▪ Actividad 22: Desarrollo de convenios internacionales y nuevos proyectos de colaboración con instituciones educativas fuera de Puerto Rico.
        - ▪ Actividad 23: Celebración de simposios y congresos internacionales con el Recinto como sede y proponente.
        - ▪ Actividad 24: Divulgación presencial de la producción intelectual en y fuera de Puerto Rico
        - ▪ Actividad 25: Diseminación de publicaciones y revistas producidas por el Recinto.

En su Plan de trabajo (agosto de 2014), el Rector de Río Piedras, Dr. Carlos Severino Valdés, expone un listado de compromisos generales que resumen su visión y marco conceptual, a tenor con la misión y las normativas vigentes en el Recinto, y en virtud de la Declaración para la Educación del siglo 21 de la UNESCO, que le sirve de marco de

referencia. Entre estos compromisos, que proyectan a la Universidad como servicio público, se encuentra el número 9. *Fortalecer y adoptar programas dirigidos a la internacionalización estratégica* (p. 4). Por otra parte, entre las proyecciones presupuestarias se destaca el interés de 7. *Estimular el mayor número de intercambios internacionales para estudiantes y profesores* y 8. *Establecer un plan de internacionalización estratégica que tenga en cuenta nuestra realidad caribeña y latinoamericana.*

Por ejemplo, para promover la participación de los docentes en intercambios con otros países, el Rector propone por un lado fomentar que estos soliciten becas y estancias académicas auspiciadas por organismos de prestigio académico y, por otro, conceder licencias con ayudas económicas o licencias con sueldo (en función del costo de reubicación), a fin de proveerles estímulos económicos adecuados. En lo que respecta la captación de fondos externos para impulsar y apoyar la investigación y la creación de conocimientos, el Rector sugiere que se tomen en consideración fundaciones internacionales que ocasionalmente establecen programas que incluyen a Puerto Rico.

El punto #10 del Plan de trabajo del Rector se titula Internacionalización Estratégica. En este renglón destaca el rol que debe desempeñar Puerto Rico en el Caribe, porque es "nuestro espacio natural y donde tenemos todavía unas ventajas comparativas estratégicamente valiosas con respecto a los demás países de la región". Para atender esta prioridad, es menester "formular programas de estudio e investigación", con uno o dos programas que "estén bien orientados a formar elementos altamente cualificados que puedan aportar desde distintos ámbitos del conocimiento y su dimensión profesional". De igual manera, los esfuerzos de internacionalización estratégica deberán estar acompañados "de un programa sólidamente establecido de conferenciantes invitados de calibre mundial que refresquen y reten nuestros paradigmas con acciones o formulaciones progresistas que estén siendo discutidas o implementadas en distintas partes del mundo".

Por su parte, la Decana de Asuntos Académicos del Recinto, la Dra. Palmira Ríos, resalta en su **Plan de trabajo** la importancia de la internacionalización y consigna su interés de promover esta meta institucional. A estos efectos se concentra en dos aspectos fundamentales que atañen a los docentes e investigadores, a saber: el reclutamiento y la oferta académica. En lo que al reclutamiento se refiere, el **Plan de trabajo** indica que los procesos de reclutamiento tienen que mantener su compromiso con la búsqueda de una facultad diversa, competente y comprometida con la docencia, la investigación y el servicio social. A tales fines [el DAA] continuará apoyando iniciativas para invitar y reclutar profesores y conferenciantes distinguidos del exterior como veremos más adelante. Por otra parte, afirma que el componente internacional es esencial para una oferta académica de calidad. En efecto, *la actividad internacional mediante convenios y acuerdos colaborativos que fomentan la movilidad docente y estudiantil ampliará las perspectivas y acercamientos a los procesos de aprendizaje y creación. El D.A.A. continuará apoyando la participación*

de nuestros docentes y estudiantes en organismos y actividades internacionales y en la creación de redes regionales e internacionales. En este sentido, es esencial aprovechar la situación ventajosa que presenta nuestro Recinto en el ámbito del Caribe que le permitiría convertirse *en un centro caribeño para la colaboración con universidades que buscan ofrecer una oportunidad externa de aprendizaje a sus estudiantes*, así como en el contexto norteamericano, puesto que varias universidades y fundaciones de los Estados Unidos han mostrado interés en establecer acuerdos colaborativos con nuestro Recinto lo que redundaría en la creación de oportunidades tanto para nuestros profesores como para nuestro estudiantes.