

Supplemental Information Report to
The Middle States Commission on Higher Education
from
University of Puerto Rico
Río Piedras Campus
San Juan, Puerto Rico 00931



Submitted by:

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Interim Chancellor

March 15, 2018

Subject of the Report:

"To request a supplemental information report due, March, 15 2018, regarding the status of the institution. A small team visit will follow submission of the report."

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Supplemental Information Report

Río Piedras Campus, University of Puerto Rico

A. Introduction

Overview

The University of Puerto Rico's Río Piedras Campus (hereafter, UPRRP) submits this supplemental information report as requested by the Middle States Commission on Higher Education (hereafter, MSCHE). The request for this report was made in a letter from Dr. Gary L. Wirt, MSCHE Chair, dated February 20, 2018. Dr. Wirt's letter indicated that MSCHE is committed to working with institutions in the Caribbean in the aftermath of hurricanes Irma and María. It also presented MSCHE's request for information regarding the impact of hurricanes to update the Supplemental Information Report submitted December 1, 2017. The December report responded to specific questions provided by MSCHE, each of which addressed the status of UPRRP shortly after the two hurricanes.

Dr. Wirt's letter also stated that the Executive Committee of MSCHE acted as follows in its meeting on February 15, 2018:

- (i) To accept the Supplemental Information report.
- (ii) To postpone a decision on reaffirmation.
- (iii) To remind the institution of the Commission's May 18, 2017 action placing the institution on probation because of insufficient evidence of the institution's compliance with Requirements of Affiliation 3 and 8 and Standard 3.
- (iv) To note that the institution remains accredited while on probation.
- (v) To request a Supplemental Information Report, due March 15, 2018, regarding the status of the institution.
- (vi) To announce that a small-team visit to UPRRP will follow submission of the report.
- (vii) To note that the monitoring report submitted in September 2017 will be acted upon at the June Commission meeting.
- (viii) To confirm that the UPRRP that the next evaluation visit is scheduled for 2024-2025.

Three particular issues were addressed in the May 18, 2017 MSCHE action:

- (i) Requirement of affiliation 3: The institution is operational, with students actively pursuing its degree programs [. . .].
- (ii) Requirement of affiliation 8: The institution has documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability. The institution devotes a sufficient portion of its income to the support of its educational purposes and programs.
- (iii) Standard 3: Institutional Resources: The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient use of the institution's resources are analyzed as part of ongoing outcomes assessment.

In addition, this report responds to six questions that Dr. Writ requested the UPRRP to answer in his letter of February 20, 2018. In the sections below a brief analysis and relevant details are offered for each question. These are meant to address all areas of concern and to assist MSCHE in assessing both the current and future status of UPRRP.

Background

Hurricanes Irma and María hit Puerto Rico on September 6th and 20th of 2017, respectively. This second of these storms affected the entire population of Puerto Rico and caused serious damage to all of the 11 campuses within the UPR System. As of today, close to 6 months after this event interrupted the lives of the population, about 15% of our residents still do not have electric power in their homes. The electric grid remains fragile, resulting in occasional blackouts, and in numerous areas internet and cellular communication are not as dependable as they were before the storms. In a few municipalities, power has barely reached 20% of the residents so variability in how individual students are being affected is still a concern as we enter the second semester.

Ongoing issues concerning the availability and reliability of these services are relevant in the context of our institution because they relate to the lives of students and employees in multiple ways. First and foremost, access to email services, electronic databases, and communication by cellular phones and internet can at times be limited or even altogether unavailable. In addition, the situation has impacted usual levels of productivity of the various sectors of the UPRRP given that the daily routines of students, faculty, and non-teaching staff alike have depended on electricity, the internet, and rapid communication.

While challenges have been significant, students, faculty, and non-teaching staff have come together in an outstanding manner. Classes on our campus resumed October 30, 2017 following a period of clean-up, and operations have continued since then without interruption. Courses for the first semester of our 2017-2018 academic year ended on February 20, 2018, with final exams taking place between February 22nd and March 1st. Faculty members were required to submit course grades by March 4, 2018. The analysis of grades for the first semester shows that their distribution is similar to that of previous years, suggesting that students achieved the relevant learning outcomes.

Our second semester will run from March 12th to June 5th. Summer sessions are programmed for the months of June and July, as usually offered. As detailed below, flexibility and sensitivity have been part of the institution's approach to supporting students who are dealing with challenges related to the hurricanes. These values will continue to inform decision-making in the months ahead.

Fortunately, practically all of the main concerns included in the December 1 report that UPRRP submitted to MSCHE have been resolved and our colleges and schools report that overall normalcy has been attained with respect to academic programming and the vast majority of student services. Remaining concerns are addressed in question 6.

B. Supplemental Information

This section responds to the questions provided by MSCHE, providing information and analysis that will assist in assessing both the current and future status of UPRRP. As detailed below, academic activity has continued with intensity across the colleges and schools of our campus since classes resumed, and at the time of this writing a sense of normalcy has been achieved in most aspects of campus activity. Remaining challenges are identified below.

1. What is the current financial situation of the institution? Please discuss and analyze the impact on budgets and resource allocations of the hurricanes, the fiscal situation of Puerto Rico, and the fiscal plan of the University of Puerto Rico, and include financial projections through May 2019.

Puerto Rico is undergoing a severe economic recession that has affected the Commonwealth's financial stability. The government of Puerto Rico's **operating budget** for FY 2017-18 includes an allocation of \$631.2 million for the UPR from general assignments, \$37.1 million from special legislative assignments, and \$40 million from other government appropriations for a total of \$708.4 million, representing a reduction of \$164 million (-18.81%) in government allocations when compared to FY 2016-17. These reductions are in compliance with amounts indicated by the Puerto Rico Oversight Board established by the Puerto Rico Oversight and Management Stability Act (PROMESA) enacted by the U.S. Congress in 2016.

In compliance with Puerto Rico Oversight Board requirements, the UPR Board of Governors approved the *UPR Fiscal Plan* on July 31, 2017 (Governing Board Certification 29, 2017-18) to meet its fiduciary responsibility while maintaining institutional integrity, financial sustainability, fulfilling its mission, and supporting its academic offerings. Currently the UPR System is working on a revised version of its fiscal plan to be submitted to the Oversight Board in April.

Hurricanes Irma and Maria resulted in a significant amount of damage on our campus. Losses of \$29,990,293 were reported to the insurance companies. The University has prepared an analysis of the infrastructure damage which was submitted to the institution's insurance and to FEMA. The private insurance offers coverage up to \$100 Million, covering debris management, mitigation and re-construction, under specific terms. The University also has additional insurance coverage for art and libraries collections, up to \$100 Million. FEMA covers whatever the insurance does not. Thus at the beginning of the next academic year it is expected for these two sources to reconstitute to the UPR the funds used to deal with mitigation and reconstruction of the damages caused by the hurricanes.

Congress recently approved \$15-billion disaster aid package for Puerto Rico. The UPR has submitted a Recovery Plan, following a request from the local government and taking in account the specific situation of each one of the campuses. The UPR is also entitled to receive some of these relief funds assigned by Congress.

For current FY 2017-18, the approved **operating budget** for our campus is \$215.8 million. With special assignment funds and new revenues of \$7,883,832 the campus estimates the receipt of a total of \$223.7 million to cover operating expenses. The budget that has been developed for the

allocation of these funds complies with the amounts established by the Puerto Rico Oversight Board.



The operating budget assigned to UPRRP for fiscal year 2018-2019 is \$194,344,912. When compared to the operating budget of the previous year, this amount represents a decrease of \$21,461,630 or 9.9%. Given special assignments and new revenues of \$9,016,520 the estimate is a total budget of \$ 203,361,432 for operating expenses.

The storms negatively impacted some of our plans to raise external funds. Due to the hurricane and the necessity of closing campus for more than a month, some of the income-generating activities that were to be implemented in the units of Continuing Education and the Alumni Office could not be pursued as planned. Our campus was closed for more than a month and even once it was open, the conditions prevailing in Puerto Rico prevented the work that had been scheduled in these units to be carried out. So budget revisions were made to match the almost 10% cut for 2018-2019, mainly on operating expenses.

Given the reduction in government funding and the effects post Hurricane Maria, when the Campus reopened in October 30, we focused in identifying and increasing new sources of funds and implementing reductions in costs for more operational efficiency. This is in accordance with Certification 145, 2014-2015 of the Governing Board, and the UPR System strategic plan 2017-2022 committed to a more sustainable institution. In addition, the draft of the UPRRP **new strategic plan** for 2018-2023 underscores the Campus determination to become a more fiscally sustainable institution that will increase its external funds via alliances with the public and private sectors and collaboration with alumni.

Table 1 presents the UPRRP preliminary projected consolidated budget. New revenue producing projects are currently in progress and will generate funding that will be added to the operating funds for fiscal year 2018-2019. For example UPRRP will inaugurate in March 16 the Government of Puerto Rico Training Workshops for public employees. These new revenues are not included in Table 1. The preliminary budget will be revised by the end of April, 2018.

Table 1: UPRRP Projected Consolidated Budget

	<div>University of Puerto Rico</div> <div>Preliminary-Projected Consolidated Budget</div> <div>Fiscal Years 2016-2017 to 2018-2019 (projected)</div>			
Unit: Río Piedras Campus				
Budget by Income Type	Financial Year			
	2016-2017	2017-2018	2018-2019	
A. Non-restricted Income		-	-	
Institutional:				
Tuition, Fees, and Related Charges (not including technology fee)	\$ 17,411,750	\$ 17,411,750	\$ 46,142,761	
Non-recurring Reserve	-	10,977,069	-	
State Contributions:				
Law 2 - 1966 (Revenue by Formula)	214,054,197	173,262,018	138,162,847	
Law 36 - 2005 (Gambling)	10,039,304	10,039,304	10,039,304	
Other PR Government Contributions		4,116,401	-	
Total Non-Restricted Income for General Fund	241,505,251	215,806,542	194,344,912	
		-	-	
Recurring Income Adjustments Compared to previous FY	-	(25,698,709)	(21,461,630)	
		-	-	
B. Restricted Funds		-	-	
Institutional:				
Technology Fee	812,570	812,570	742,500	
Indirect Costs (Research Development and Support Fund, FADI)	1,423,720	1,423,720	1,584,969	
Reimbursements of Income in Agreements with Units	200,000	200,000	200,000	
Grants and Economic Support for Graduate Students	830,579	830,579	830,579	
Special Support Fund for Disadvantaged Students	258,491	258,491	-	
Research Projects Matching Funds	602,806	602,806	602,806	
		-	-	
State Contributions:		-	-	
Legislative Grants	2,455,666	2,455,666	2,455,666	

Total Restricted Income	<u>6,583,832</u>	<u>6,583,832</u>	<u>6,416,520</u>
	-	-	-
Total Expected Operational Income	<u>248,089,083</u>	<u>222,390,374</u>	<u>200,761,432</u>
		-	-
C. Projected Income from New Initiatives:		-	-
Projected Income from Public and Private Sectors	-	500,000	1,500,000
Alumni Funds	-	10,000	100,000
Non-traditional Certifications and Course Offerings	-	240,000	1,000,000
		-	-
Total Projected Income from New Initiatives	<u>-</u>	<u>750,000</u>	<u>2,600,000</u>
		-	-
Total de Ingresos Operacionales Esperados	<u>\$ 248,089,083</u>	<u>\$ 223,140,374</u>	<u>\$ 203,361,432</u>
General Fund Expenses	<u>Academic Year</u>		
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
	-	-	-
A. Recurring Operational Expenses	-	-	-
Payroll:			
Faculty Salaries	85,201,977	78,611,561	75,181,200
Non-teaching staff Salaries	54,688,762	47,528,945	43,766,802
Other Payroll Payments	1,582,600	1,582,600	1,582,600
Employer Contributions and Marginal Benefits	54,829,262	46,624,279	44,437,192
Total Payroll Expenses	<u>196,302,601</u>	<u>174,347,385</u>	<u>164,967,794</u>
Operational Expenses			
Materials and Services	6,129,792	6,129,792	4,929,792
Maintenance	3,098,323	3,501,567	3,098,323
Physical Facility Repairs	297,422	297,422	270,654
Leasing of Land and Equipment	137,871	137,871	125,463
Professional Service Contracts	549,000	549,000	549,000
Internet Service and Communications	105,500	105,500	105,500
Telephone Service	200,500	200,500	200,500
Security and Guard Service	2,000,000	2,000,000	2,000,000
Student Medical Insurance	1,400,000	1,400,000	1,400,000
Electricity	16,500,000	13,000,000	12,000,000
Water and Sewage	3,000,000	4,000,000	3,000,000
Gasoline Supply	129,037	129,037	129,037

Solid Waste Collection and Removal	125,000	125,000	125,000
Information Resources-Library Reference Materials	3,790,250	3,790,250	3,790,250
Information Resources-Library Acquisitions	783,000	783,000	783,000
Accommodation, Institutional Projection, Transportation and Meal Allowances	1,133,375	312,500	312,500
Program and Service Accreditation	365,035	365,035	365,035
Purchasing and Replacement of Equipment	163,579	163,579	150,857
Matching of Funds for Research Projects (includes matching funds and Central Admin. Transf)	598,125	598,125	598,125
Students Grants and Financial Aid	3,242,401	3,242,401	3,241,501
Other Operating Expenses (includes reimbursements and indirect costs)	1,454,440	1,378,578	109,921
Total Recurring Operational Costs	<u>45,202,650</u>	<u>42,209,157</u>	<u>37,284,458</u>
B. Additional Budget Expenses	-	-	-
Purchasing and Replacement of Equipment with Technology Fee	812,570	812,570	742,500
Other Operating Expenses-Indirect Costs	1,423,720	1,423,720	1,584,969
Matching of Funds for Research Projects-Reimbursement	200,000	200,000	200,000
Grants and Financial Aid-Graduate Students	830,579	830,579	830,579
Grants and Financial Aid-Special Fund	258,491	258,491	-
Matching of Funds for Research Projects	602,806	602,806	602,806
Grants and Financial Aid-Legislative Grants	2,455,666	2,455,666	2,455,666
Total Additional Expenses	<u>6,583,832</u>	<u>6,583,832</u>	<u>6,416,520</u>
Total Operational Expenses	<u>51,786,482</u>	<u>48,792,989</u>	<u>43,700,977</u>
TOTAL EXPENSES (Payroll + Operational Expenses)	<u>\$ 248,089,083</u>	<u>\$ 223,140,374</u>	<u>\$ 208,668,771</u>
		<u>\$ (24,948,709)</u>	<u>\$ (14,471,603)</u>
TOTAL REVENUES	248,089,083	223,140,374	203,361,432
TOTAL EXPENSES	248,089,083	223,140,374	208,668,771

This preliminary budget has a conservative approach and does not include all the initiatives to generate new funds for Fiscal Year 2018-2019. It will be revised by end of April, 2018.

2. How has enrollment for fall 2017 and spring 2018 changed due to the impact of the hurricanes, and what has the impact been on your institution as a result? Please provide enrollment projections for the next three years starting with fall 2018.

Fall 2017 Enrollment

The hurricanes have led to lower enrollment numbers at UPRRP. Comparing enrollment for fall 2016 to **fall 2017** (16,899 and 15,122, respectively) shows a total reduction of approximately 10.5%. However, the lower number of students for the beginning of academic year 2017-18 is not due only to the hurricanes. Extraordinary conditions have also had a negative impact on enrollment. These include the student strike of that same year, ongoing economic instability, and emigration. Long-term enrollment data show that student strikes have a negative impact on enrollment, especially in the two years following strikes. In addition, recent statistics show that more Puerto Ricans are leaving the island.

The Council of Education of Puerto Rico reported a decrease in higher education enrollment of 9% between 2010 and 2016. However, analysis of the data shows that this decline is less marked for the public university sector. For UPRRP data show a decreasing trend with an average drop of 280 and 598 students for 2010 and 2016, respectively. This is an overall decrease of 4% in enrollment for this six-year period.

Table 2: Enrollment for Academic Year 2017-18

	Fall 2017	Spring 2018
Undergraduate programs	11,986	11,077
Master's programs and Law	2,315	2,059
Doctoral programs	821	757
Totals	15,122	13,893

Spring 2018 Enrollment

The lower number of students for **Spring 2018** can be associated with the hurricanes' negative impact and with additional factors. The latter include the debt crisis, economic turmoil, and uncertainty surrounding the new fiscal plan that the UPR System will submit to Puerto Rico Fiscal Board by April.

Usually, the second semester enrollment at our institution is approximately 1,000 students less than that of the first semester, but the decrease from Fall 2017 to Spring 2018 totaled 1,229 students. As was stated in the December report to MSCHE, a total of 910 withdrawals at the end of first semester 2017 were due to the effects of the storms. Students reported this information in exit comments that they provided the institution through the Office of the

Registrar (see Appendix 1: Enrollment and Payment Comparison, AY 2016-17 and AY 2017-18).

Migration

The increase in emigration out of Puerto Rico, an ongoing trend dating back to 2006, has accelerated since Hurricane Maria. Data collected through by the Puerto Rico Statistics Institute after the devastating 2017 hurricane season, shows an increase in out migration in the month of September of 2017 when 40,000 residents migrated, and then in October that number rose to almost 100,000. Cumulative migration for the months of September, October, and November resulted in 184,000 people who left the island during that brief period. That means that Puerto Rico lost 6% of the population in a period of three months (see Appendix 2: “PR Lost 6% of Its Population after Hurricane María”). A study by the Center of Puerto Rican Studies in Hunter College concluded that from 2017 to 2019 Puerto Rico is likely to lose between 17,250 to 32,721 college-age youth annually (see Appendix 3: “Estimates of Post-Hurricane María Exodus from Puerto Rico”). The UPRRP administration and others working in higher education are aware of the repercussions that these trends could have on enrollment and are working together to minimize their negative impact.

Enrollment Projections

Table 3 presents projections for future enrollment for the fall semesters of the next three academic years, 2018-19, 2019-20, and 2020-21. These numbers have been calculated based on long-term demographic trends, the size of Puerto Rico’s current high school population, the ongoing effect of external forces (e.g., economic recession, migration), and the resources available within our campus (see Appendix 4: Enrollment Decreases in Institutions of Higher Education and Appendix 5: Demographic Changes and Their Implications in Education).

Table Three: Projected Enrollment 2018-19 to 2020-21

Year (Fall)	2018	2019	2020
Projected Enrollment	15,100	15,050	15,150

Outreach to High School Students

Institutional efforts to mitigate the declining number of applications are also underway. To strengthen student recruitment efforts, the staff of the Admissions Office, in coordination with the Program for the Recruitment, Retention, and Student Success, and all the colleges and schools on campus, made visits to public and private higher schools in the country. The purpose of these visits was to guide applicants through the application process for the UPR, focusing in particular on our campus. Likewise, UPRRP personnel attended individual and group meetings with school guidance counselors to address questions related to admissions for 2018.

Our personnel visited a total of 53 high schools in San Juan, Carolina, Río Grande, Trujillo Alto, Guaynabo, Dorado, Bayamón and Vega Baja. This initiative culminated in outreach to 17,041 students. Also, our campus participated in evening recruitment fairs, targeting students who are

not able to attend daytime activities. Our Chancellor has visited some of these schools and also participated in Open House activities that brought prospective students to visit our campus.

The Admissions Office also processed applications completed manually rather than using the online electronic form. This is important given that many students did not have electricity in their homes or schools. Promotional announcements providing details about this and related changes were disseminated via our official campus website, Facebook, and our campus platform *IUPI al Día*.

Outreach at the Graduate Level

Our campus has also spearheaded various initiatives to counteract a possible decline in the number of applications to graduate programs. First, the Office of the Dean of Graduate Studies and Research (DEGI) has engaged in a series of recruitment fairs around the UPR System. Second, DEGI has strengthened its efforts to make information about graduate programs available to the general population. The latter have included communication with the press, newspaper and billboard ads, participation in media events, well as the distribution of materials at local shopping malls and cultural events. It also launched a promotional campaign that clearly establishes requirements for admission, deadlines, and the various documents needed to complete an application. Deadlines for graduate school applications have been extended to March 23, 2018.

Looking forward to the next three years, DEGI is considering additional medium-term solutions aimed at boosting graduate student recruitment. These include the establishment of a graduate recruitment office within the unit and strengthening international recruitment and the demographic diversity of the student body.

Promoting Specific Academic Programs

In addition to the initiatives described above, college deans and the directors of schools have worked with the directors of departments and academic programs to enact new strategies for increasing the number of completed applications received. Many have increased their social media presence and also identified ways of enhancing communication with applicants. Several have distributed detailed information about program offerings, course schedules, and how to apply for financial aid. Directors and others have made themselves available to answer questions and otherwise support prospective students in the application process.

In general, the UPRRP has intensified its recruiting activities for all levels. Various activities that our campus has organized to boost enrollment are presented in Table 4.

Table 4: Promotional Activities UPR-RP (January-March 2018)

Date	Event
January 18 & 19, 2018	Graduate and Undergraduate Recruitment Open House on our campus
January 24 & 25, 2018	“Feria Senior” Recruitment fair for High School Seniors at the Puerto Rico Convention Center
January 30, 2018	Graduate Recruitment Fair at UPR-Cayey
January 31 through February, 2018	Graduate and Undergraduate Recruitment Fair at Plaza Las Américas shopping center
February 1, 2018	HETS Academic Fair 2018 (Hispanic Educational Technology Services) at the Interamerican University
February 21 & 22, 2018	“Feria Senior Next Level” at the Puerto Rico Convention Center
February 28 & March 1, 2018	“Autopista Américas 2018” International Recruitment Fair at the Hotel Intercontinental
March 13, 2018	Graduate Recruitment Fair at UPR-Mayagüez
March 15, 2018	Graduate Recruitment Fair 2018 (UPRRP)
March 16, 2018	Graduate Recruitment & Training Fair for public employees at UPRPR
March 17, 2018	Graduate Recruitment Orientation at UPR-Ponce

Strategic Planning

It must be added that the new UPRRP Strategic Plan for 2018-2023 that is being elaborated during the current semester establishes that distance education programs will be created in the priority area of academic offerings and student success. This initiative will assist in attracting new student populations, including Hispanics in the U.S. and individuals from Latin America, within the next five years. As indicated above, a draft of the plan is currently being reviewed by the campus community.

3. Given the previously described impact, provide a discussion and analysis of strategies and/or modifications the institution has implemented to ensure the rigor and quality of:

a. Curricula;

Challenges and Strategies

The rigor and high quality of curricula were been maintained in all stages of our response to Hurricane María. This is the case at all levels of instruction (undergraduate and graduate). During the first few weeks after the storm hit, numerous strategies were implemented in response to constraints associated with occasional shortages of power, water damage to equipment and other resources, and physical damage to buildings on campus. For example, in some cases classes had to be taught in open areas. In addition, evening courses were shifted to afternoons and weekends, and alternate classroom laboratory locations had to be identified for numerous sections. This was

the case, for example, with courses offered by the School of Communications given that its building was badly damaged by Hurricane María. But after a two-month transition period, its courses have now been relocated to Plaza Universitaria. These and other adjustments have guaranteed the necessary conditions for student learning. Additional details related to these matters were included in the December 1st report.

Many students faced unprecedented challenges due to problems that arose in the aftermath of the storms. Most significantly, many of them did not have access to electricity in their homes. For them, normal routines associated with their preparation for courses were dramatically interrupted, as they found it difficult to access computers, email service, and online learning resources.

Student research was also negatively impacted by the hurricanes. For example, one student had to stop the work on his master's thesis because the archives that he needed to examine were held in the Lázaro Library, which was closed immediately following the hurricane. The DEGI granted extensions to several graduate students whose projects were similarly affected, thereby allowing them to have more time to complete their degrees.

While strategies for dealing with the challenges varied across academic programs and sections, in general terms faculty members strategically adjusted their courses considering the circumstances, lessening dependence on technology and electronic communication in the first couple of months of the semester. For design courses in our School of Architecture, for example, professors continued to provide individual design critiques while their students turned to alternative methods to complete drawings, presentations, and documentation, without relying on computers and technology. Changes also had to be made to experiments in the Nutrition and Dietetics laboratories in the College of Natural Sciences given that their equipment was damaged. Lab experiences continued, but students worked with existing data given that the generation of original data was not possible. Fortunately, by mid-semester the laboratories were operating normally. As these examples suggest, faculty members' creativity and their commitment to effective teaching were central to the completion of the semester.

In the period immediately following the resumption of classes, course experiences that take place in the field (e.g., internships, practicums) had to be discontinued for some courses, for example those in the Graduate School of Information Sciences. This is because it was not possible to reach the centers where this training takes place due to damage to infrastructure caused by the hurricanes. However, once the centers in question reopened, students were assigned to them and they were still able to complete the required hours.

A similar situation arose in the case of volunteer services, but in these instances students received alternative assignments. At the time of this writing, all centers are operative and available for the coming semester.

As of the middle of the semester, evening classes that had been temporarily rescheduled for afternoons and weekends had returned to their regular evening hours.

Adherence to Syllabi

Adherence to the central stipulations of course syllabi (total number of contact hours, learning objectives, methods of evaluation), effective communication, and flexibility all proved key to ensuring a successful semester. In some courses, deadlines for assignments such as formal papers were made flexible and daily assignments that were normally typed were accepted in handwritten form. Texts that were to be distributed electronically were distributed in the form of hard copies. These and similar adjustments ensured that students would be able to achieve the learning objectives of their courses even under difficult circumstances. Crucially, no student was penalized simply because he or she did not have electricity at home. In addition, the administration and faculty members shared information about the campus resources (i.e., information about schedules, relocation, support services) that students could use in preparing for their classes and academic projects.

Revision of Academic Calendar

The academic calendar was revised to ensure that all courses would be able to complete the required number of contact hours. In this process, most holidays were eliminated, and Christmas vacation was shortened. These modifications allowed for all the content to be covered, as stipulated on the syllabi (see Appendix 6: Academic Calendar AY 2017-18, 1st semester).

Student Attendance

The recording of student attendance mandated by federal aid regulations was similar to first semester 2016-2017, with 99.25% of our sections reporting student attendance on time. Strong attendance allowed students to comply with course requirements, and professors were able to submit final grades as specified in the amended academic calendar. With the close of the semester, our students made progress toward the completion of their degrees.

Evaluation of Academic Offerings

Additional evidence of the UPRRP's determination to ensure academic quality and rigor, the periodic evaluation of academic offerings required by institutional certifications and procedures continued during the first semester. Several departments and programs (e.g., History, English, and Music in the College of Humanities) made progress on proposed academic changes in light of current trends and innovations in their respective disciplines. Some examples of specific achievements related to the evaluation of academic offerings include:

- The Graduate Program in Linguistics hosted a committee of outside evaluators in conjunction with its self-study.
- The Graduate Program in Translation completed its curricular revision, which will be finalized in April 2018 with the visit of external evaluators and subsequent submission for approval by appropriate institutional bodies.
- The College of Business adhered its agenda for the revision of its bachelor's degree core courses.
- The School of Planning prepared a proposal for a new master's degree curriculum and submitted it for institutional evaluation. This allowed it to address changes in the field and labor market conditions in PR as well as to comply with accreditation recommendations.

All of our graduate programs conduct a self-study every five years. The College of Social Sciences was slated to begin the process this academic year, but after the hurricane the start date has been shifted to August 2018, so that the self-study instrument that is currently being revised by DEGI can be implemented. This shift in dates will also facilitate the completion of the process in the College of Humanities, as in the case for the master's degree in Hispanic Studies, where some visits had to be rescheduled due to Hurricane María.

Review of Curricular Changes

The institutional processes that guarantee the quality, rigor, and pertinence of our academic offerings have actively continued in recent months. This work includes activity at the level of UPR's Central Administration. For example, our Bachelor of Arts with a major in Foreign Languages was revised after Hurricane Maria and approved by the Office of the Vice President of Academic Affairs.

In addition, the following undergraduate curricular sequences for double majors in the College of Social Sciences have been approved by the UPRRP's Office of the Dean of Academic Affairs: the B.A. with a major in Anthropology, the B.A. with major in Economics, the B.A. with a major in Social Sciences, the B.A. with a major in Sociology, the B.A. with a major in Political Sciences, the B.A. with a major in Geography, and the B.A. with a major in Labor Relations. A proposal for a minor in Applied Statistics is under review in the School of Business Administration. These double majors and the new minor will be available for all students.

Activity in this area has also progressed at the graduate level. DEGI is continuing to work with academic units and the Graduate Studies and Research Council (CEGI), which reviews and makes recommendations about curricular changes at the graduate level. Their meetings have continued as usual. In the February meeting, DEGI and CEGI representatives reviewed a proposal to establish a new distance learning master's degree that was submitted by the Graduate School of Science and Technology of Information.

Additional evidence of ongoing efforts to ensure quality and rigor, our Academic Senate has continued its work. It approved modifications to the following College of Education programs on January 30, 2018: the master's degree in child education and reading, the master's degree in preschool education, and the master's degree in Teaching English as a Second Language.

All of the UPRRP's curricular offerings continue to comply with national and international accreditation standards. The various processes described above allow the campus to ensure ongoing academic rigor, alignment with new developments in higher education and the job market, and more effective and efficient administrative practices. The UPRRP administration is confident that all the standard processes that guarantee curricular quality will remain firmly in place.

b. Instructional delivery, including whether the institution continues to have sufficient faculty to meet the educational needs of students;

Alternative Modality

Related to instructional delivery, Governing Board Certification #112 (2014-2015) defines what a face-to-face course is and establishes that any course of this type can adjust the delivery method for up to 25% of the course's contact hours. These means that a minimum of 75% of a given

course must be taught in the traditional format and that up to 25% of it can be taught through an alternative modality (e.g., online options involving Moodle, meetings on campus in places other than the assigned classroom, visits to museums or cultural institutions, case studies, Skype meetings). A significant number of professors took advantage of these options in the semester that was just completed because they provided much needed flexibility. This option was especially useful given that some students did not have access to reliable transportation, communication, or electricity. Giving part of a course through an alternative modality required approval from students enrolled in the course. In addition, faculty members were required to submit a document providing details about when and how this alternative was used. Reliance on the alternative modality option decreased once electricity became restored to a larger part of the population.

In general, the instructional delivery of courses was not altered significantly. The changes that did occur were limited in scale. As already suggested, once general conditions improved and electric power became available, professors who had made modifications diligently transitioned back to the standard mode of delivery.

The Colleges of Natural Science, Business Administration, Social Science, Humanities, Education, General Studies, as well as the Law School, School of Architecture, and the Graduate Schools of Planning and Information Sciences all report that the majority of their operations are basically back to normal. However, as several administrators and faculty members have pointed out, flexibility is still necessary due to the variability in students' particular problems and personal situations. At the time of this writing approximately 15% of the population is still without electricity. Students have been affected differentially and in diverse ways, and for some recent events have taken a toll in the areas of health, finances, and security. Reconstruction efforts have proven fragile and somewhat uneven. While the entire population has been affected, recovering is proceeding at different paces for different sectors.

Faculty Numbers

During the first semester of the 2016-17 academic year, our campus employed 863 full-time teaching faculty members and had a total of 16,988 students enrolled. One year later, in the first semester of the 2017-2018 academic year, the numbers were 844 full-time teaching faculty and 15,121 students enrolled. Comparing these years shows a loss of 2% in the number of full-time teaching faculty and a decrease in enrollment of 10.5%. This is a student-faculty ratio of approximately 15 to 1 in fall 2017 as reported by IPEDS compared to a ratio of 18 to 1 in the fall semester of the 2016-17 academic year. In addition, UPRRP employs approximately 180 full-time adjunct professors (see Appendix 7: Teaching Staff by Category AY 2017-18, 1st semester). Currently our campus is able to meet the educational needs of students, and most of our colleges and schools have tenured and tenure-track faculty members that they need to cover their required areas.

However, it is important to point out that some units have experienced a greater loss of faculty members proportionately. This is the case, for example, in History, Business Administration, and Planning. This decrease in the number of faculty members is due mainly to retirements. These programs are preparing recruitment plans that will be submitted to the Office of the Chancellor. Hiring in areas of greatest need to prevent the emergence of gaps caused by retirements will allow

the campus to cover all curricular requirements and comply with accreditation requirements at the program level.

A few professors were not able to continue teaching after María hit. In these cases, their students were distributed to other sections or adjunct professors were contracted to teach their courses.

c. Learning resources to support the institution's program of study and students' academic progress;

Internet and Technology

In the aftermath of Hurricane María, the UPRRP implemented several strategies to ensure that learning resources were available to students. Common areas across campus, such as the Student Center and libraries, were equipped with hotspots, charging devices, and other technological equipment to ensure program continuity, internet access, as well as the availability of printers and materials that could be used for course preparation and research. Measures were also taken to improve and stabilize overall communication among faculty, students, and non-teaching staff. Most of our colleges and schools designed a logistics plan that allowed them to assess and meet professors' needs for technology and related services. Electric power was restored to most of campus shortly after classes resumed (in some cases this happened on the first day back), facilitating the provision of the full range of technological support in most colleges and schools.

Classroom Space

Securing appropriate classroom spaces was, of course, a top priority. Another strategy adopted to achieve this was that the colleges which suffered minimal damage shared their physical space and learning resources (e.g., classrooms, computer labs, library resources, photocopying and printing facilities) with those that were badly hit. When classes resumed, the College of General Studies provided classroom space for the College of Education given that the latter's main building could not be used. The main building of the School of Communications suffered significant damage. Its courses temporarily met in the Student Center but have since been relocated to part of the large administrative building known as Plaza Universitaria.

Library Resources

Securing access to library resources and study space has been another priority. Due to damage caused by Hurricane María, part of the main library had to be closed and remains out of use at the time of this writing. In light of these circumstances, research and reading that normally takes place there has taken place in alternative locations. For example, several research centers in the College of Humanities extended their services to serve a broader portion of the campus population. These centers include the Federico de Onís Seminar Room, the Center for Historical Research, the Richardson Seminar Room, and the Center for Multidisciplinary Research. These spaces are fully functional and have provided support for faculty and student research as well as preparation for courses.

Another strategy implemented has been the temporary relocation of library resources. Some of the offices and services that were offered in the second floor of the main library, which remains closed due to damage, were moved to the first floor once it became operative. This move ensured that

they could be accessed by students and faculty. The relocation involved resources and staff assigned to the Puerto Rican Collection, Rare Books, and the Arts Collection.

Scheduling

Shifts in scheduling have been directed at ensuring the availability of learning resources, with units extended their normal schedules to better support students' academic progress. For example, the design workshops in the School of Architecture gradually extended their evening hours to allow students to work longer on campus. They are currently transitioning back to their normal schedules. Other programs programmed their qualifying exams later than usual so that students would have additional time to prepare.

The *Red Graduada*

The *Red Graduada*, a learning commons for graduate students that provides access to technology and many the resources, is one of the services located in the second floor of the Lázaro Building, was seriously damaged. It was relocated to temporary facilities after Hurricane María forced the administration to close the building. Initially, the *Red Graduada* was relocated in tents around the premises of the Office of the Dean of Graduate Studies and Research order to continue to serve graduate students. More recently, it has been relocated to the Old Chancellor's House (a recently restored historic building within campus). In this location it has offered services to hundreds of graduate students from different colleges and programs. Among these services are seminars and workshops on topics such as how to complete fellowship applications. The *Red Graduada* provides quiet and comfortable conditions for study and meetings of small groups and will continue to do so until it can be reestablished in its permanent location in the main library. Its main users come from the Colleges of Education, Humanities, and Social Sciences.

d. Assessment of student learning outcomes;

UPRRP assessment cycles operate at three levels: the College of General Studies, academic programs, and the campus level. During our fall 2017 semester, each of these levels was involved in a wide range of activities to ensure the rigor and quality of assessment practices focused on student learning outcomes. Some programs have begun discussions to determine how Hurricane Maria might have impacted both student's performance and overall student learning outcomes. As of March 2018, the institution is involved in its ninth assessment cycle.

OEAE

Hurricane María caused damage to the physical infrastructure of the Office for the Assessment of Student Learning (OEAE, in Spanish), but by November 7th its facilities had been repaired and the staff was able to return to their normal location. All assessment related activities at the campus level planned for the fall semester were reprogramed and offered in accordance with the changes made to the academic calendar. In most cases it was not necessary to modify the content of these activities.

The OEAE reports that in most cases, program-level assessment activities have followed a schedule similar to previous semesters. Some activities had to be delayed, and a few had to be postponed until next semester. Usually these were those that required access to centers were students complete practicums. Because the first semester ended only recently, most assessment

reports are still being finalized, but a few results have been reported. The remaining reports should be received by the end of March or beginning of April.

Most of the departments in the College of Humanities submitted their annual assessment plan for the academic year 2017-18, at both the undergraduate and graduate programs. However, conditions were not ideal for the usual assessment activities in all of its departments and programs. For this reason some were temporarily paused. Nonetheless, in the second semester Humanities will resume the work presented in its assessment plans for the first semester by processing the available data for mid-semester reports and collecting new data.

Of those that have already been received, results show that students have performed at the same level or better than they did in previous years. Improvement was reported by the School of Communications, one of the units with the greatest amount of damage to its physical structure after Hurricane María. This is a noteworthy achievement given that its students and faculty have shown extreme commitment to academic activities despite the disruptive events. Significantly, this unit has implemented numerous transformative actions that were identified through assessment practices.

First-Year Student Testing

Testing continued during the first semester of this academic year. A total of 1,518 first-year students took the entry-level Institutional Test for Effective Communication. This is participation rate of 75%, which is very similar to that of the last time the test was given, which was 77% in 2017. OEAE expects to have the final results of the test by March 16th. During the fall semester, the institutional test for logical-mathematical reasoning was administered for the first time at the entry level. OEAE's staff completed the scoring process of the test and the results were sent to the students by email on February 5, 2018. The results of both institutional tests will be published on the OEAE's webpage and shared with deans and program directors to facilitate data-driven decision-making directed at supporting students' academic formation.

Workshops

A strategy directed at sustaining the assessment culture on campus, several workshops for professors were offered during this period, and others were programmed for the second semester. These have been developed to help ensure that assessment practices are not negatively impacted by challenges associated with the hurricanes.

OLAS

The Online Learning Assessment System (OLAS) is an online application that assists faculty, administrators, and staff in collecting, sharing, and using assessment data in efficient and meaningful ways. OEAE staff made faculty members aware that the system was operative once electric power was restored to our campus. Professors have continued to use it as they have in previous semesters. Faculty members should enter their assessment results into OLAS between the end of March and the beginning of June.

Other Strategies

Flexibility was integrated to accommodate special circumstances in the aftermath of the hurricanes, but overall assessment was conducted in a rigorous and continuous manner. The

continuity of the assessment processes has been possible thanks to our faculty members' commitment to student learning. The support offered by the OEAE, which has included meeting with program directors and assessment coordinators as well as orientation sessions, has also been fundamental to ensuring the quality of the assessment practices.

Another sign that our assessment practices are effective, in November 2017, the Planning Accreditation Board (PAB) selected the UPRRP's master's degree in planning for inclusion in a collection of noteworthy practices related to student learning and achievement. This document will include the goals of the program for the period 2010-2016, its learning objectives, the assessment practices directed at graduating students, and the assessment rubric used for the final planning project.

e. The student experience and learning opportunities.

"Special Permits"

Initiatives coordinated at the level of the UPR System in the immediate aftermath of Hurricane María safeguarded student access to courses and learning opportunities needed for their academic progress. Students were allowed to apply for and receive a "special permit" that allowed them to relocate to a UPR campus near their home of the academic year 2017-18. This option facilitated study for those who wished to return to their hometowns or relocate to be with family.

Learning and Service Opportunities

Students have had the opportunity to discuss and analyze the impact of the hurricane in numerous courses as well as in extracurricular events on our campus. Some courses have included assignments on post-Maria realities, focusing on topics such as health, economics, discourse analysis, and the environment. Aligned with the element of service that is central to our institutional mission, professors and others have planned and carried out a wide variety of activities that provide students with new hands-on educational experiences which will assist them in achieving established learning objectives. These have allowed students and other members of the university community to participate in excursions, seminars, site visits, community work, voluntary projects, and work groups comprised of members with common interests.

The Coralia Concert Choir visited several of the mountain municipalities in the areas most affected by the hurricanes, offering music concerts in plazas and churches that were open to the public. In addition, members from all UPRRP sectors have delivered food to isolated communities in the past few months. These and related activities have transformed the effects of the hurricanes into learning opportunities for students, allowing them to participate in initiatives that promote cooperation, resilience, well-being, and sustainability.

Student Support

Because the normal routines of many students, faculty members, and non-teaching staff were affected by the hurricanes, the administration turned to strategies that responded directly to students' needs and the challenges that arose in the aftermath of the storms. For example, the Program of Educational Innovations (PIE, in Spanish) provided printing services, internet access, academic orientation, as well as tutoring services for students taking general education courses.

The College of Education rescheduled activities with the various schools that it works with on an ongoing basis. These include the institutions where UPRRP students complete their student teaching experiences as well as special partnerships that our campus has with neighboring schools. The college's administration coordinated the alignment of its schedules with those of Puerto Rico's Department of Education for both the first and second semester of academic year 2017-18. The changes and shifts to calendars and schedules that have been implemented work to ensure that the rigor and high quality of our courses is maintained.

In conjunction with ongoing efforts to support student research at all levels, the Initiative for Undergraduate Research and Creative Activity (iINAS, in Spanish) has continued to offer services to undergraduates. These include workshops, academic talks, and support for students who want to pursue graduate study or professional training outside Puerto Rico. iINAS also offers professional development activities for faculty. It released its call for proposals for student research under the direction of a mentor (the *Semillas* Project) and selected its participants. In addition, another issue edition of *[In]Genios*, our student research journal, was published in February.

At the graduate level, DEGI offered workshops and orientations for graduate students last semester and has planned more for the second semester. These have been organized on topics such as financial aid and the completion of fellowship applications.

In the School of Law, the administration coordinated regular weekly meetings with representatives of the Student Council in order to keep students informed of all significant developments and listen to any concerns that they might have. In addition, various workshops were held in the month of December. These dealt with time management, study techniques under emergency situations, and preparation for final exams.

Special Initiatives

Widespread concerns about the situation facing Puerto Rico and the UPRRP in the aftermath of the hurricanes have led to numerous expressions of solidarity and calls for collaboration between institutions. These have included concrete efforts to provide support to students, faculty members, and our campus leadership. For example, several institutions in the U.S. have developed initiatives that allow our students to study in their programs for a limited period of time (either one or two semesters), offering them housing, discounted or free tuition, and other types of support.

For example, the University of Chicago developed the Initiative in Support of the Academic and Artistic Communities Affected by Hurricanes Irma and María. Deans, program directors, and others met with students interested in these initiatives to provide them with an orientation about these activities and to answer their questions about topics such as financial aid, the payment of tuition, and the transfer of credits for coursework completed elsewhere to the UPRRP.

In addition, a few institutions have planned collaborative projects that provide our students with new research and learning experiences. Some of these are related to the documentation of the current situation in Puerto Rico. For example, a collaborative multimedia project with the University of North Carolina at Chapel Hill involves the creation of a cutting-edge multimedia website examining environmental issues in Puerto Rico in the wake of Hurricane María. UPRRP students will work as translators, fixers, and consultants, and some may assist with story planning,

interviewing, editing, and production. The program directors who work in relevant areas have worked to make their students aware of the project, thereby facilitating their access to hands-on experiences that contribute to their academic formation.

A project in journalism with Montclair University's School of Communication and Media includes opportunities for students from our School of Communication. It was launched in conjunction with a visit by a group of undergraduate journalism and media production students from Montclair. The initiative provides learning opportunities for UPRRP students interested in journalism or media studies. They will produce their own cross-platform reports and be responsible for research, camera-work, reporting, video and audio production, as well as post-production.

4. Are the strategies and modifications identified in #3a-e above permanent? Provide an analysis of how the institution intends to continue to ensure the quality of education and services for students as it manages the on-going effects of the impact of the hurricanes.

Several of the strategies for dealing with the challenges that our campus has faced are not new; nevertheless, due to circumstances discussed above, coordinating them required extra energy and planning in the immediate aftermath of Hurricane María. Fortunately, the situation on our campus improved progressively as the semester went on and a sense of normalcy was achieved. As explained above, the coordination of strategies has allowed the campus to make progress in key areas and ensured the quality of our academic offerings and student services. Accomplishments from the first semester now inform a platform from which our campus can better manage the repercussions of the 2017 hurricane season.

Several of the strategies and modifications described above will be maintained. These include:

- The repair of buildings and infrastructure and the gradual return to spaces damaged by hurricane
- The cyclical evaluation of academic offerings
- The review of proposed curricular changes
- The option of delivering up to 25% of a regular course through an alternate modality
- The provision of student services that assist students in achieving their goals in light of recent circumstances, with special attention directed at those negatively impacted by the hurricanes (e.g., those who had to leave their homes, those who remain without access to electricity at the time of this writing)

Aligned with these efforts, the UPRRP will continue with the following efforts given that they too assist in effectively responding to the ongoing effects of the hurricanes.

- More proactive student recruitment efforts; campaigns to make our campus and its unique offerings more visible among a diverse group of potential applicants
- Initiatives designed to support students in the process of applying for admission

Future Preparation

Now that the first semester has ended, a thorough assessment of the steps taken to guarantee continuity of services and process in the aftermath of Hurricane María will be completed. Faculty,

students, and non-teaching staff have been asked to provide comments and suggestions on how to improve our planning, in particular our efforts to effectively prepare for and respond to hurricanes and related types of emergencies. Input from these sectors is important because it comes from direct experiences and will allow the institution to better prepare for possible future interruptions.

5. Have significant developments occurred with regard to the following areas since the submission of the institution's December 1, 2017, Supplemental Information Report? Please describe those developments, providing details as indicated.

a. Changes to the academic calendar stemming from the impact of the hurricanes;

Academic Year 2017-18, 1st Semester

As previously reported, the first semester of academic year 2017-18 began on September 2nd and 4th, for Saturday and day/evening courses, respectively. On September 6, 2017, Hurricane Irma crossed the Caribbean, followed on September 20th by Hurricane Maria. Irma led to the cancellation of academic activities scheduled for the period of September 5th to 11th. Hurricane María hit Puerto Rico on September 20th. Our campus resumed classes and all academic-administrative activities on Monday, October 30th, 40 days after the hurricane's impact.

Due to the lack of electric power and concerns about travel when many roads lacked street and traffic lights, evening classes were temporarily rescheduled to weekends and late afternoons. These classes went back to their assigned timetable by December 18, 2017, except for courses in the College of Education, which returned to the normal schedule on January 8, 2018 (see Appendix 8: Chancellor's Circular Letter on Evening Courses). The last day of classes was rescheduled for February 20, 2018 with final exams programmed for February 22 to March 1st. Grades were due on March 2, 2018. At the time of this writing, the required contact hours for all courses offered in our first semester were completed, final exams were administered, and grades have been assigned (See Appendix 6: Academic Calendar AY 2017-18, 1st Semester).

Academic Year 2017-18, 2nd Semester

The second semester for the academic year 2017-18 began on March 9th and 12th for Saturday and day/evening offerings, respectively. It will end on June 2, 2018. Final exams will take place from June 7 – 13, and grades are due on June 18, 2018 (See Appendix 9: Academic Calendar AY 2017-18, 2nd Semester). To regain normalcy and ensure the offering of summer sessions, this 12-week second semester was scheduled. This adjustment means that the normal 15-week semester has been shortened by three weeks. In similar fashion, the total number of weeks for our academic year will be 27 rather than 30 weeks. Authorization for this change was granted by the relevant federal office. As indicated in our prior report to MSCHE, on November 15th, 2017 Dr. Jeremy Early, Compliance Manager at the U.S. Department of Education, informed our campus of approval for this change. As stated in Dr. Early's communication, "Due to the impact of Hurricane Maria, the New York/Boston School Participation Division approves a 15-week Fall semester and 12-week Spring semester (resulting in a 27-week academic year) for the affected cohorts of students" (see Appendix 10: U.S. Department of Education, Federal Student Aid, approval of 15-week Fall semester).

A circular letter that our Chancellor issued on November 22, 2017 provided a description of the policies and guidelines for academic programming and compliance that our campus followed in planning the second semester (see Appendix 11: Planning Academic Programming: FY 2017-18). Classes will be meeting for longer periods to comply with the requirement of 15 contact hours per credit. Professors revised their syllabi to ensure that this adjustment does not negatively impact student learning. The revised syllabi support students' development of competencies within the shorter time frame, aligning these with the existing learning objectives.

With the current calendar, our academic programs will be able to offer the regular summer sessions of 4 and/or 6 weeks. This modified calendar has several benefits. It facilitates faculty members' research activities, also allowing the campus to provide professors with agreed upon summer release time for research. In addition, it means that students will be able to complete internships, clinics, and summer research.

Future Semesters

After our summer sessions are complete, classes will resume in August as usual. The discussion of the possible implementation of shorter academic sessions in the future in compliance with the required contact hours is on the agenda of the Academic Senate.

b. The establishment of temporary sites or sites for instruction (provide addresses);

Currently our campus has no temporary sites or temporary sites of instruction.

c. Partnerships with another educational entity to deliver instruction to students

There are no partnerships with other educational entities.

d. The institution's status with regard to Title IV student aid eligibility (attach documentation).

Once the student strike, which took place last year ended (this happened on June 12, 2017), the institution was able to reestablish its eligibility for funding under the Higher Education Act of 1965, as amended. The New York/Boston School Participation Team approved our Application for Approval to Participate in Federal Student Financial Aid Programs on June 21, 2017. At that time, the Secretary of Education determined that the UPRRP met the definition of an eligible institution. This approval will expire on December 31, 2018. The institution must reapply on September 30, 2018.

With respect to the current academic year, as previously reported, the institution reinitiated academic activities starting on October 30, 2017. Since that time, all Title IV eligible students have been able to submit their financial aid applications. Financial Aid Officers have awarded all qualifying assistance and the institution has disbursed the total amounts that correspond to each of the students who receive Pell Grants and Federal Student Loans.

6. Describe any other adverse impacts experienced by the institution that it may be important for the Commission to know about

As previously reported, significant physical damage occurred on several parts of our campus, affecting specific structures as well as the provision of some services. The offices and services that were housed in damaged structures have been relocated to other spaces while the restoration of their structures is underway. Numerous cleaning, conditioning, and restoration efforts resulted in the rehabilitation of many facilities. However, work in this area is still in progress. Electric power has been restored to all of the sections of our campus in which instruction takes place and to all of the settings in which student services are offered.

Services Not Fully Restored

Some student services are not yet being offered as they were before the hurricanes, but they are operating in a limited capacity. The buildings housing the offices that provide these services were badly damaged and their repair and reconstruction has not been completed.

The first of these is **Medical Services**, which has been temporarily reassigned to the Student Center. Emergency services, medications, and treatments are not being offered on campus, but doctors are available and they see patients on the basis of consultation. They prescribe medicine and make referrals.

The services provided by **DCODE** have not been completely restored. DCODE is a unit where counselors, psychologists, and social workers are based. In the aftermath of María these professional were relocated to various parts of campus. Issues of privacy in some of these new locations are a concern and for this reason a new location is currently being prepared.

Structures Not Yet Repaired

The following list provides an update summary of the damages reported in the UPRRP's December report to MSCHE:

- ***Torre Norte***, a 19-floor student residence hall that houses approximately 420 students: As stated in our December report, the Office of the Dean of Students identified students with urgent housing needs and worked with a private company to make sure that they were able to reside near campus and continue their studies. Damages to the building were repaired, and students were back in their rooms by January 2018.
- **UPRRP's Library System**: The System suffered multiple damages, including leaks in the roof, leakage from air conditioning ducts, and high levels of humidity. These conditions, combined with elevated temperatures, triggered the generation of mold and fungus that affected all of the collections. With the collaboration of our Office of Environmental Protection and Occupational Security, several cleaning and disinfection efforts of the library collections were coordinated. Some of its facilities were repaired and conditioned in a timely manner; nonetheless, due to diverse situations regarding the availability of materials, specialized personnel, and contractors, it is still a work in progress.

The Communications Library was shut down due to the devastation Hurricane María caused to its building, was relocated to the first floor of the José M. Lázaro Library (our main library building), where it shares facilities with the Reference and Journals Collection. Its collection was saved, thanks to personnel who collaborated intensively in packing and moving books and other materials to the Central Archives of the campus.

Library personnel of 6 libraries and collections have been temporarily relocated, waiting for the culmination of diverse conditioning labors, now in progress. These are: Puerto Rican Collection, the Arts Collection, the Sala Zenobia and Juan Ramón Jiménez, the Rare Books Collection, Social Work Library, and the General Studies Library.

- **Library of the School of Law:** When classes resumed on October 30, 2017 there was no access to the Law Library, however, the students were able to consult librarians and received services from the library staff, in tables and chairs that were located in the hallways outside the library. Once electricity was available, all online research databases were restored. By November 14th, the library was offering services that included reference services, loans of bibliographic resources, study areas, photocopying, and free printing. On December 4th, the library was able to open half of the first floor with 19 tables, 15 open cubicles, 117 chairs, and 5 individual study room cubicles. Also, an area was designated as a charging station for electronic equipment. The library was able to open the entire first floor on December 14, adding services for law students. On January 10, half of the second floor was opened, providing access to nine additional individual study rooms and four group study rooms. On January 27th, the library opened its doors to the general public and the academic community. By March 12th, all areas were open and functioning normally.
- **The *Red Graduada*:** As mentioned above, this multi-purpose space has been relocated in the Old Chancellor's house as part of the space reshuffling in campus. Services have been offered since the reopening on October 30.
- **The School of Architecture:** The Library was relocated to the *Archivo de Arquitectura y Construcción de UPR* of the School. The undergraduate student workshops are in use, but not 24/7 as they used to be. The alarm is still out of service and the workshops are closed at night due to security concerns.
- **The School of Communications:** The two-story building suffered serious damages that include extensive damage to the roof. The building will be rebuilt. The classes held there previously have been offered in various locations across campus. The personnel were relocated to Plaza Universitaria. Professors who were based there still lack private office spaces.
- **The Eugenio María de Hostos Building:** The building was closed when the semester resumed, and classes were relocated to the College of General Studies and other facilities. Once electric power was restored and cleaning in parts of the building were completed, some sections of the building became operable. Its library was relocated. Personnel and classes are back in the building and functioning normally.

- **The Facundo Bueso Annex:** a two-story building that included language laboratories, faculty offices, science labs, and administrative units, this building was devastated by high winds and rain. Because damage was extensive, the building will be demolished.
- **The Facundo Bueso Building:** The building was rehabilitated and is in use.
- **The Julio Garcia Diaz Building:** Damage was extensive, especially to research labs. Rehabilitation made possible the use of some parts of the building. Five researchers whose labs were damaged have been relocated.
- **Off-Campus Research facilities operated by our College of Natural Sciences;** *Estación El Verde, Cabezas de San Juan and Pico del Este at El Yunque:* These facilities are still facing problems associated with landslides and lack of electric power. Three proposals to secure support to cover the financial costs of restoration have been written and recently approved. Rehabilitation will advance as soon as the insurance claims process is over and the island's situation improves.
- **The “Old Architecture Building”,** a historic two-story building that was severely damaged. The building, which was unoccupied at the time of the hurricanes, will eventually be rebuilt.
- Other structures were subjected to relatively minor damage. These include the Academic Senate and parts of Plaza Universitaria, which houses the Graduate School of Business and the Graduate School of Planning. At the time of this writing, the second floor of the Academic Senate is being used for administrative purposes and the cleaning of the first floor is being coordinated with OPASO. Senate meetings have been relocated to the General Studies Building. The Graduate School of Business and the Graduate School of Planning are operating normally. Facilities at Plaza Universitaria are in normal use.

C. Conclusion

The efforts of the UPRRP community and effective decisions by the Administration have been successful in regaining normalcy in our academic and administrative operations. The first semester 2017-2018 ended in February 20 and final exams were due by March 1. The focus of our agenda was student success and maintaining the quality of our classes and services as in previous semesters. Assessment of learning and curricular revisions continued in the usual manner. Flexibility to students' and personnel's diverse needs in the aftermath of the worst atmospheric event in decades in Puerto Rico was an essential factor for the prompt and efficient recovery of UPRRP.

All our Colleges and Schools and administrative units are functioning normally. Student services, except for very few, are being provided satisfactorily. The vast majority of damaged buildings have been rehabilitated and work in progress is firmly in place. Most significantly, our campus started the second semester 2017-2018 in March 12 and classes are being taught in a shorter session

of 12 weeks that complies with contact hours. This will provide space for summer sessions In June and July.

UPRRP is intensely focusing on new strategies and initiatives towards generating new operational funds to complement government funds received and reducing costs for efficiency. In this way, the Campus can responsibly serve both the students and Puerto Rican society according to its Mission.

Universidad de Puerto Rico
Recinto de Río Piedras
Decanato de Asuntos Académicos
Oficina del Registrador

COMPARATIVO MATRÍCULA Y PAGOS
SEGUNDO SEMESTRE 2016-2017 y 2017-2018

Concepto	23 de enero de 2017 (Luego del último día al 100%)	14 de marzo de 2018
Estudiantes con matrícula de cursos <i>(Incluye 2,715 Nuevo Ingreso y 28 certificados 2016-2017)</i> <i>(Incluye 1,988 Nuevo Ingreso y 26 certificados 2017-2018)</i>	15,810	13,893
subgraduados	12,610	11,077
graduados	3,200	2,816
Pagos Registrados (incluye exenciones)	15,810	13,535
pago con beca	8,348	7,502
otros pagos	7,439	6,004
otros compromisos de pago (rehabilitación vocacional, pago agencia, entre varios)	23	29
Estudiantes con Selección de Cursos	15,810	13,893
pagos registrados	15,810	13,535
pagos pendientes	0	358
Matrícula Confirmada	14,436	12,971
con beca	7,847	7,138
sin beca	6,589	5,833
Pagos con Beca	8,348	7,502
confirmados	7,847	7,138
no confirmados	501	364
Secciones de cursos programadas	3,248	2,915
nivel subgraduado	2,593	2,284
nivel graduado	655	631
Secciones de nivel graduado que son tesis	72	100
Secciones de nivel graduado que son talleres, seminarios, prácticas y otros	583	531
Secciones subgraduadas lectivas y conferencias	1,777	1,565
Secciones subgraduadas talleres, seminarios, prácticas y otros	816	719
Secciones cursos lectivos en nivel subgraduado que tienen 11 estudiantes o más	1,610	1,398
Secciones cursos lectivos en nivel subgraduado con:	1,750	1,536
10 estudiantes o menos	140	138
11-20 estudiantes	426	487
21-25 estudiantes	403	302
26-30 estudiantes	493	379
más de 30 estudiantes	288	230

Fuente: Sistema de Información Estudiantil 23 de enero de 2017 y 14 de marzo de 2018.
Fecha: 14 de marzo de 2018



Home > Regional > Caribbean > Puerto Rico lost 6% of its population after Hurricane María

Puerto Rico lost 6% of its population after Hurricane María

By Agustín Criollo Oquero on March 9, 2018

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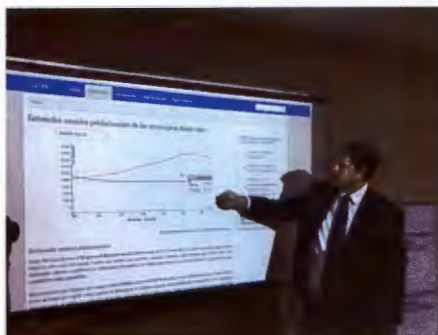


SAN JUAN – Data collected through research conducted by the Puerto Rico Statistics Institute (SI) after the devastating 2017 season of hurricanes, showed the different points of tension in the island's economy that could be the engine for a significant percentage of residents who have migrated stateside, Mario Marazzi, the independent agency's executive director, said during his talk at the Puerto Rico Chamber of Commerce's 17th Health and Insurance Conference.

Marazzi assured that health services are of great importance when residents decide whether to remain on the island. He explained that the data collected indicate that medical services in Puerto Rico, despite being much less expensive than stateside, have serious deficiencies as a result of low system funding flow.

"The health sector, for example, is the cheapest in the entire United States. That means that the cost of providing these services in Puerto Rico for someone who does not have health insurance is, on average, almost 40% lower than the average for the United States," SI's executive director said.

"That's an important point. Our health sector is very competitive in terms of providing services at a very low cost, but it may reflect a sector of health that is very illiquid. Maybe we need to obtain a little more money to put in it," he added.



Statistics Institute Executive Director Mario Marazzi (File photo)

According to the data presented, the portfolio of insurers of the Health Insurance Administration (ASES by its Spanish acronym) shows there are 175,000 insured on the island through the Public Employees Health Benefits Law (Act 95); some 246,000 citizens enrolled in Medicare Platinum plan, who are eligible for Medicare and Medicaid; and 1.2 million patients who receive their medical services through the Mi Salud government-sponsored plan.

In addition, a comparison between the cost of living in the San Juan, Carolina and Caguas area, and several stateside cities and states showed that the cost of living in southern and mid-western states is much lower than on the island; therefore, states such as Illinois, Texas, Louisiana, Florida, Georgia, Kentucky and Wisconsin are favored by the migratory wave of Puerto Ricans.

Marazzi also revealed data on the number of people who left the island during the months after hurricanes Irma and María.

Statistics Institute creates section to provide data on Hurricane María



Users can find out the recovery status of facilities, as well as physical and technological infrastructure.

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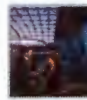
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"An increase in migration is clearly seen in the month of September of 2017 when we lost 40,000 residents, but in October that number rose to almost 100,000, then fell again in November to an estimated 45,000 people. We still don't have the data for the month of December, which could very well reflect an increase in the number of people who left the island, as it could also show a decrease. It's too early to know," he said.

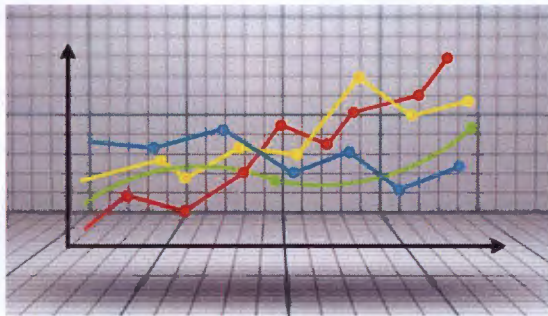
"If we add the data collected from the months of September, October and November, we are talking about some 184,000 people who left the island. That means that Puerto Rico lost 6% of the population in a period of three months," he added.

The institute director also noted that the new fiscal plan to be presented by the government to the island's fiscal oversight board indicates that the island's population will decrease by 7.7% during this fiscal year, which means a quarter of a million people migrating from Puerto Rico to the U.S. mainland.

"In three months we saw negative 184,000 people; however, to reach a critical figure this number should be negative 250,000, which we really aren't far from that, but if we look at the numbers we have for the current five months of the last fiscal year, including the months of July and August of 2017, we would see we are close to that figure, with negative 210,000 people," Marazzi said.

"The question is, once the resources of these immigrants are exhausted, what will they do? Will they stay there or will they return to Puerto Rico?" he added.

Marazzi stressed that to attract the population that left, Puerto Rico must send a clear and strong message that it is really open for business. In addition, it must show recovery in essential services such as electric power so companies recover from the blow received. In his opinion, the population simply will not return to the island if that message is not transmitted.



Puerto Rico Statistics Institute reveals publications results

Reports on retail sales; air and maritime passengers; and fatal accidents were least punctual

 Caribbean Business

As for jobs, the Statistics Institute revealed data that reflect 850,000 fewer jobs in October. However, Marazzi said that number could be a product of the conditions experienced in Puerto Rico during that month, after the devastation left by Hurricane Maria. "Certainly, there were many companies that did not operate during this month, so the data could reflect something real or maybe it is something methodological. Maybe those businesses were operating but due to the lack of electricity and communications, they could not transmit information and participate in our survey," he explained.

Marazzi said all these questions about the island's state after the hurricane will be answered as new data are collected.



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Estimates of Post-Hurricane Maria Exodus from Puerto Rico

RESEARCH BRIEF

By: Edwin Meléndez and Jennifer Hinojosa

Issued October 2017

Centro RB2017-01

Hurricane Maria's impact on Puerto Rico and its population is unprecedented. Though it is difficult to find comparable situations, we estimate that between 114,000 and 213,000 Puerto Rico residents will leave the island annually in the aftermath of Hurricane Maria. From 2017 to 2019, we estimate that Puerto Rico may lose up to 470,335 residents or 14% of the population. In other words, Puerto Rico will lose the same population in a span of a couple of years after Hurricane Maria as the island lost during a prior decade of economic stagnation. Our projections indicate that Florida is the state most likely to be affected by the exodus — with an estimated annual flow of between 40,000 and 82,000 people.



A breakdown of the migratory flow by age cohorts indicates that support for the relocation of the victims of Hurricane Maria would require a broad range of local public services across the country, especially in the states with the largest concentrations of the Puerto Rican population.

In the decade prior to Hurricane Maria, net migration from Puerto Rico to the United States amounted to approximately half a million, which represented a loss of ten percent of the island's population. The overwhelming reason alluded to by these migrants was the search for jobs or relocation for employment reasons. A large portion of those who left were unemployed or underemployed prior to migrating. The high number of unemployed on the island, more than double the national average, was induced by economic stagnation and the concomitant impact of the fiscal crisis on economic recovery.

After more than a decade of economic stagnation, the impact of Hurricane Maria on Puerto Rico's economy has been devastating and will push Puerto Rico further into a

downward economic spiral. Researchers from the Climate Impact Lab estimated the impact of Hurricane Maria using an econometric model of the costs of cyclones over the past 60 years and applied it to the pre-storm economic conditions in Puerto Rico. They found that “Maria could lower Puerto Rican incomes by 21 percent over the next 15 years — a cumulative \$180 billion in lost economic output.” They conclude that “Maria could be as economically costly as the 1997 Asian financial crisis was to Indonesia and Thailand and more than twice as damaging as the 1994 Peso Crisis was to Mexico — but this time on American soil.”¹

Given this grim economic scenario, the prospects for total employment to drop significantly in the months following Hurricane Maria are expected, given the collapse of the electrical system and the prognosis that it will take months to restore electricity to urban areas where jobs are concentrated, and even close to a year to restore electricity to more remote areas. The damage to the transportation and communications infrastructure will also take months to restore, directly affecting commerce and the service sector.

We will need to wait for the release of data on employment and net movement of passengers in the months after Hurricane Maria to fully assess the exodus of Puerto Rico residents to stateside communities. Yet the impact of Hurricane Katrina on the population exodus and ensuing unemployment in New Orleans offer an example of what lies ahead for Puerto Rico. A year after Hurricane Katrina devastated New Orleans, the city's population was just 56% of pre-Katrina levels.² In the 10 months (September 2005 to June 2006) following Katrina, New Orleans lost over 90,000 jobs or one-third of employment lost during the period.³

ESTIMATES

To estimate the post-Maria exodus from Puerto Rico, we use the American Community Survey data for movers from the island to the United States. We assume a lower-bound estimate to be double the lowest number of migrants registered during the prior three years, and an upper-bound estimate of three times the highest number of

migrants registered during the prior three years. Implicitly, we assume that there will be no significant return migration this year. In addition, we assume that the distribution of movers from Puerto Rico will be distributed based on the destination preferences of recent migrants, not on the total population of the Puerto Rican population by states.

Table 1 depicts the estimates from the statistical simulations. We estimate that 114,396 to 212,607 persons will migrate to the United States over the next year as a result of Hurricane Maria. The largest impact of this exodus is likely to affect Florida, where an estimated flow of 40,998 to 82,707 people are expected. The post-Hurricane Maria migration upsurge will make Florida the state with the largest Puerto Rican population, surpassing New York State for the first time in history. New York, having the largest concentration of Puerto Ricans prior to Hurricane Maria, is expected to receive just a fraction of migrants, about 12,000.

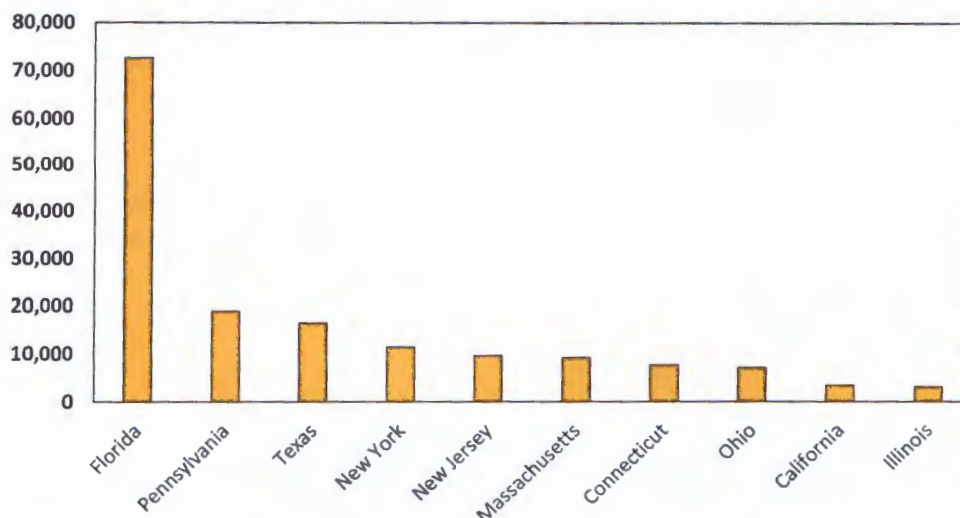
Table 1. Post-Maria Exodus from Puerto Rico to the Top 10 States (one-year estimates)

Rank	State	Puerto Rican Population 2016	Average Migrants 2013-2016	Migration Estimates	
				Lower Bound	Upper Bound
	United States	5,450,472	64,933	114,396	212,607
1	Florida	1,067,747	24,221	40,998	82,707
2	Pennsylvania	444,263	6,333	6,542	27,051
3	Texas	196,460	5,500	5,276	27,153
4	New York	1,081,110	3,822	7,350	11,877
5	New Jersey	470,143	3,251	3,504	13,572
6	Massachusetts	319,042	3,109	3,868	13,773
7	Connecticut	298,245	2,614	3,676	11,334
8	Ohio	122,204	2,420	680	13,107
9	California	214,255	1,145	894	6,741
10	Illinois	209,638	1,015	1,918	3,285

Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

Graphic 1. Post-Maria Exodus from Puerto Rico by States (one-year upper bound estimates)



Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

As depicted in Graphic 1, other states where the estimated flows can exceed 25,000 people are Pennsylvania and Texas. Of the remaining top 10 states with the highest concentrations of Puerto Ricans, states expected to receive over 10,000 include New Jersey, Massachusetts, Connecticut, and Ohio.

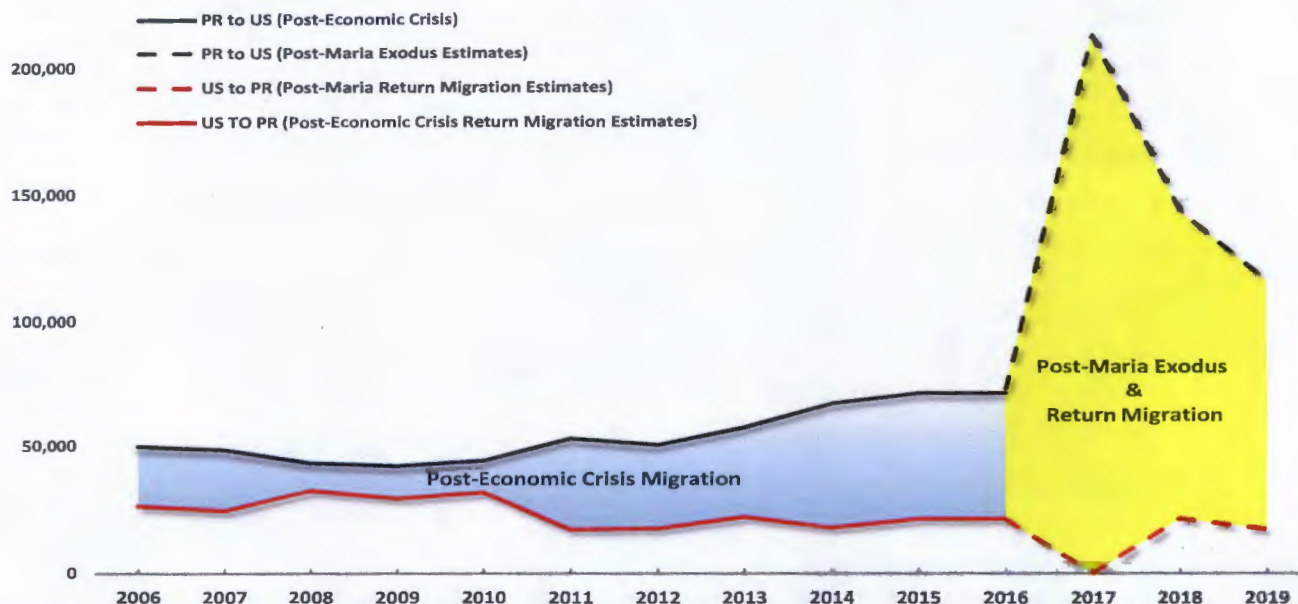
DEPOPULATION OF PUERTO RICO

One of the most disturbing trends related to the prolonged economic crisis that began in 2006 has been the acceleration of migration from Puerto Rico to the United States. Hurricane Maria has accelerated this propensity to a point where we can refer to the depopulation of Puerto Rico as one of the most significant hurdles for future economic recovery.

Graphic 2 illustrates post-Maria Migration from Puerto Rico to the United States from 2006 to 2016 and then use those observations to estimate expected migration from 2017 to 2019. From 2006 to 2016, the island lost 525,769 net

migrants, equivalent to 14% of the total population of the island since the economic crisis started. The aforementioned migration patterns have resulted in a significant shift of the Puerto Rican population from the island to stateside. As illustrated by Graphic 3, at the beginning of the economic crisis, there were about equal number of Puerto Ricans in Puerto Rico and the United States. With the crisis, the outflow of Puerto Ricans from the island, especially of young people in reproductive ages, resulted in a population explosion of stateside Puerto Ricans. By 2016, there were 5.5 million stateside Puerto Ricans while the island's population has dwindle to about 3.4 million residents.

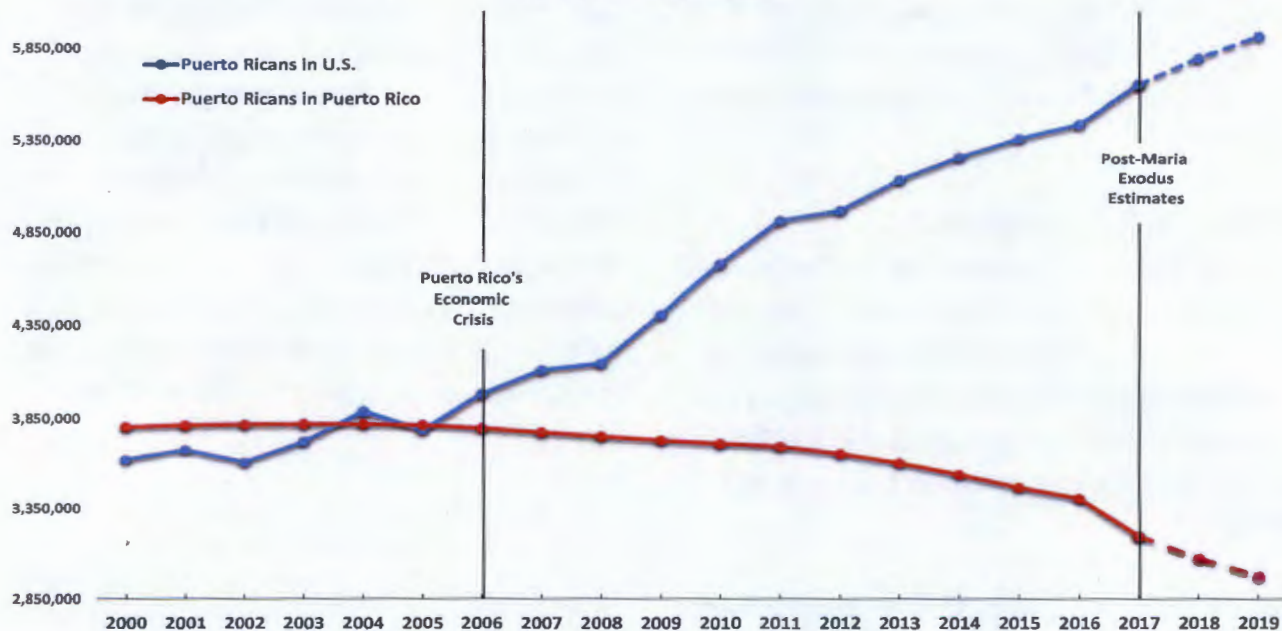
Graphic 2. Post-Maria Migration from Puerto Rico to the United States 2006 to 2016 and 2017 to 2019 Estimates



Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

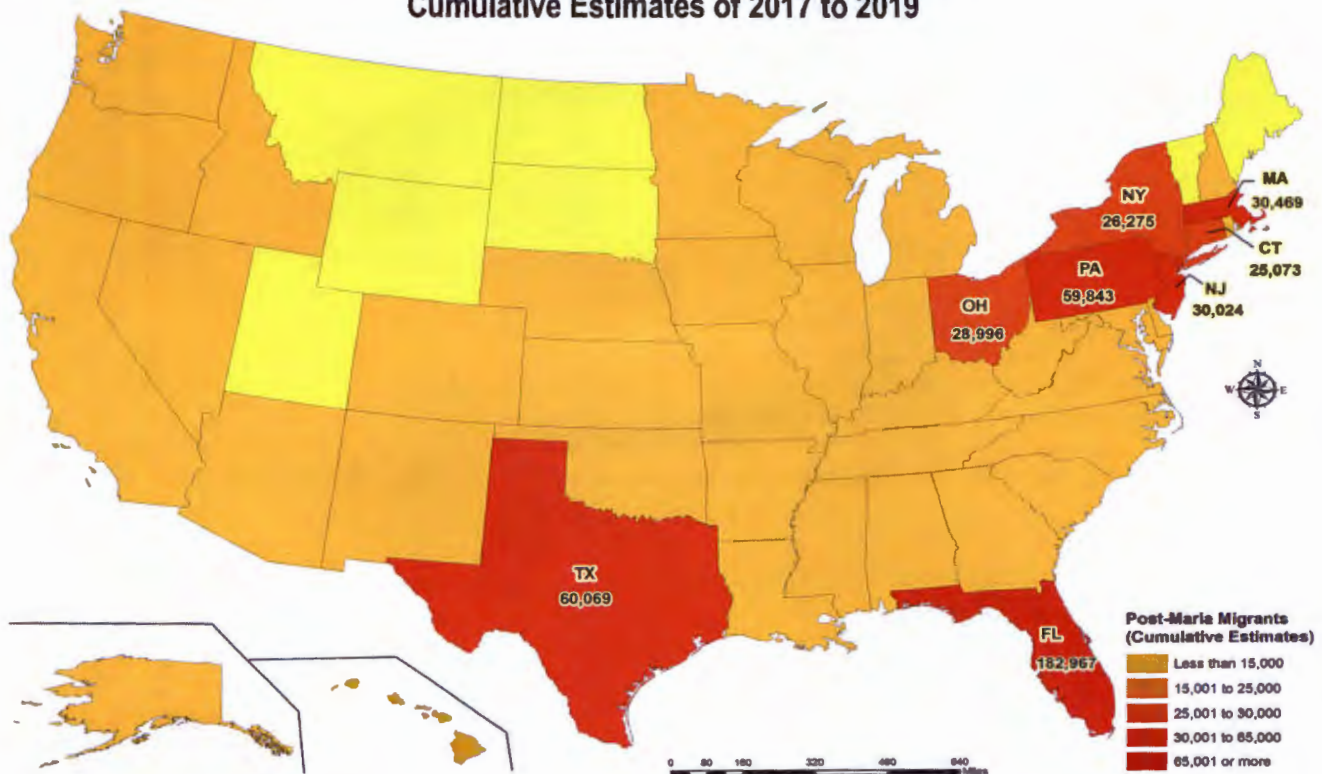
Graphic 3. Post-Maria Puerto Rico and Puerto Ricans in the United States Population 2006 to 2016 and 2017 to 2019 Estimates



Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

**Graphic 4. Post-Maria Exodus from Puerto Rico:
Cumulative Estimates of 2017 to 2019**



Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

DEMOGRAPHIC BREAKDOWN

To ascertain the question of what are the potential impacts of the depopulation of Puerto Rico on stateside communities, we disaggregated the data by demographic groups. In addition to lower and upper bounds for expected Puerto Rican migrants by states, we estimated various age cohorts in order to provide some indicators of the impact of relocation of the victims of Hurricane Maria on local public services. Table 2 depicts the cross tabulations for the top five states for which there was sufficient observations for disaggregation of the data. For analytical purposes, we divided the population as follows:

- School Age (5 to 17 years old)**
- College Age (18 to 24 years old)**
- Middle Age adults (25 to 64 years old)**
- Seniors (65+)**

We estimate that 22,710 to 42,771 school-age children will migrate from Puerto Rico to the United States with their families. These children will be enrolled in public and private schools across the country requiring enrollment and transfer services, English as a second language or bilingual education, afterschool programs, and counseling. An additional number of babies and toddlers 4 years old or younger (estimated to be over 13,000) will most likely full-time or part-time daycare and babysitting. These children will also need pediatric care, and many of their parents will need access to translation and culturally sensitive health care services.

The estimate for college-age youth (18 to 24 years old) to leave the island in the aftermath of Hurricane Maria is from 17,250 to 32,721. In the short term many of these students may see their college studies interrupted. However, there are Puerto Rico-based universities that operate in Florida and other states that may facilitate the transfer of credits

Table 2. Overall Post-Maria Exodus from Puerto Rico by Demographic Breakdown (one-year estimates)

	Puerto Rican Population 2016	Average Migrants 2013-2016	Migration Estimates	
			Lower Bound	Upper Bound
United States	5,450,472	64,933	114,396	212,607
Under 5 years	474,191	4,600	8,068	16,443
School Age (5 to 17 years)	1,220,906	13,050	22,710	42,771
College Age (18 to 24 years)	621,354	9,726	17,250	32,721
Middle Age adults (25 to 64 years)	2,676,182	32,527	50,458	104,091
Seniors (65 years and over)	457,840	5,030	8,572	16,464

Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

Table 3. Post-Maria Exodus from Puerto Rico to the Top 5 States by Demographic Breakdown (one-year estimates)

Rank	State	Puerto Rican Population 2016	Average Migrants 2013-2016	Migration Estimates	
				Lower Bound	Upper Bound
1	Florida	1,067,747	24,221	40,998	82,707
	School Age (5 to 17 years)	227,430	4,955	9,666	15,408
	College Age (18 to 24 years)	111,046	2,497	3,634	8,847
	Middle Age adults (25 to 64 years)	547,754	13,029	20,280	47,175
	Seniors (65 years and over)	108,910	1,802	3,026	6,321
2	Pennsylvania	444,263	6,333	6,542	27,051
	School Age (5 to 17 years)	114,620	1,652	880	9,840
	College Age (18 to 24 years)	54,200	1,069	1,466	4,473
	Middle Age adults (25 to 64 years)	206,582	2,576	2,222	10,185
	Seniors (65 years and over)	23,102	542	1,083	3,285
3	Texas	196,460	5,500	5,276	27,153
	School Age (5 to 17 years)	44,204	1,227	866	5,988
	College Age (18 to 24 years)	22,396	724	554	3,843
	Middle Age adults (25 to 64 years)	100,980	3,175	2,806	15,255
	Seniors (65 years and over)	11,591	107	213	561
4	New York	1,081,110	3,822	7,350	11,877
	School Age (5 to 17 years)	215,141	756	1,102	3,087
	College Age (18 to 24 years)	121,084	539	670	2,373
	Middle Age adults (25 to 64 years)	534,068	1,558	2,548	5,142
	Seniors (65 years and over)	126,490	810	676	3,216
5	New Jersey	470,143	3,251	3,504	13,572
	School Age (5 to 17 years)	102,021	548	882	1,833
	College Age (18 to 24 years)	48,895	325	650	2,502
	Middle Age adults (25 to 64 years)	232,721	2,008	1,772	8,136
	Seniors (65 years and over)	40,432	204	78	1,317

Source: American Community Survey, various years.

Note: Lower bound estimates are double the lowest number of migrants registered during the prior three years. Upper bound estimates are three times the highest number of migrants registered during the prior three years. Since the ACS estimates are based on random sampling of the population, the smaller the numbers reported in this table the larger the margin of error for the estimates.

and assist with relocation. In addition, there are many universities in Florida, New York, and other states that are coordinating efforts to provide alternative programs, such as online courses or exchanges that will allow students to keep their affiliation to Puerto Rico universities while continuing their education with stateside institutions. More than anything, college students need information on the plethora of academic programs that may support their preferences for institutional affiliation and career preparation.

The estimate for working-age adults (25 to 64 years old) migrating from the island is from 50,458 to 104,091. The main consideration for this group in terms of local support services will be access to employment and housing, and relocation assistance especially if they have families and children. Florida and New York have been exemplary in their outreach to the Puerto Rican community and policy and programmatic initiatives to assist Puerto Ricans both in the island as they relocate stateside. Even in Florida, the state with the largest share of potential migrants from Puerto Rico, the number of workers relocating from Puerto Rico is not large enough to affect the state job market in any significant way.

The last demographic group, seniors (65+) migrating from the island, represents 8,572 to 16,464 persons, the smallest fraction when compared to other demographic groups. Seniors are the demographic group that traditionally is less likely to become inter-state movers. However, many seniors require specialized medical care that might be lacking on the island, and their families may encourage and facilitate their move to where they can receive appropriate treatment and care.

Table 3 shows a demographic breakdown for the five states with the largest expected migratory flows from Puerto Rico in the aftermath of Maria. Florida with 39% of the expected largest share of migrants from Puerto Rico stands out. Florida may also account for a disproportionate share among emigrants of school-age children (36%), college-age youth (27%), working-age adults (45%), and seniors (38%).

NOTES

1. https://www.nytimes.com/2017/09/29/opinion/puerto-rico-hurricane-maria.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-left-region®ion=opinion-c-col-left-region&WT.nav=opinion-c-col-left-region&_r=0

2. New Orleans Population 2017, World Population Review. Retrieved October 12, 2017 from: <http://worldpopulationreview.com/us-cities/new-orleans-population/>

3. Michael L. Doltman, Solidelle Fortier Wasser, and Bruce Bergman, "The effects of Hurricane Katrina on the New Orleans economy," U.S. Bureau of Labor Statistics, Monthly Labor Review, June 2007.

The Center for Puerto Rican Studies (Centro) is the nation's leading university-based institution devoted to the interdisciplinary study of the Puerto Rican experience in the United States. Centro is dedicated to understanding, preserving and sharing the Puerto Rican experience in the United States. Centro invites Centro Voices contributors to make use of the extensive archival, bibliographic and research material preserved in its Library and Archives.

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SINOPSIS

VOLUMEN II, NÚMERO 3

DICIEMBRE 2017

DISMINUYE LA MATRÍCULA EN INSTITUCIONES DE EDUCACIÓN SUPERIOR

Datos recién publicados por el Consejo de Educación de Puerto Rico muestran que la matrícula de educación superior cayó un 9% del año 2010 al 2016. De 250,192 estudiantes matriculados en el año académico 2010-2011, la matrícula disminuyó a 227,255 en el año académico 2016-2017. Eso representa 22,937 estudiantes menos, una pérdida promedio de 3,823 estudiantes por año, aunque se observa una pérdida mayor en los últimos dos años: 7,808 del 2014 al 2015 y 5,815 del 2015 al 2016.



Instituciones y programas académicos podrían afectarse

Es muy probable que esta tendencia en la disminución de matrícula continúe y se acreciente en los próximos años debido a los efectos de la migración y la reducción de la población en Puerto Rico. El impacto que tengan estos cambios están por verse, pero deben ser motivo de preocupación para las instituciones educativas, especialmente para aquellas que han visto reducir su matrícula aun antes de la ola migratoria que ha generado el huracán María. Dado lo anterior, es posible que veamos consolidaciones y cierres de instituciones en los próximos años y que, por lo tanto, la oferta de carreras o programas académicos se reduzca y se ajuste a la demanda.



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EDITOR

Dr. Jaime Calderón Soto

El Consejo de Educación de Puerto Rico tiene tres propósitos esenciales: (1) licenciar instituciones de educación básica e instituciones postsecundarias privadas y públicas, acreditar a las instituciones de educación básica públicas, y a las privadas que así lo soliciten; (2) brindar ayudas económicas a estudiantes necesitados para que puedan completar sus estudios; y (3) acopiar información, desarrollar bancos de datos, realizar o comisionar proyectos de investigación y desarrollar una cultura de investigación sobre educación básica y superior.

Es un sector económico importante

De concretarse las previsiones anteriores, este sector educativo se convertiría en otro sector económico afectado por los cambios demográficos y económicos por los que atraviesa la isla.

Este sector moviliza alrededor de 2 billones de dólares al año. Solamente en becas Pell se recibieron más \$730 millones en el año académico



2015-2016. Si se le agregan préstamos y otras ayudas, la suma sobrepasa los \$850 millones.

A las cantidades anteriores falta sumarle lo que invierte el estado en las instituciones públicas y lo que invierten las familias en la educación de sus miembros.

Podría tener impacto social, científico y cultural

Además del impacto en las instituciones educativas y en la economía, el que disminuya la cantidad de estudiantes representa una reducción en la cantidad de recursos humanos cualificados disponibles para Puerto Rico. Lo cual tendrá también un efecto a largo plazo en el desarrollo científico y cultural del país.

Referencias

Rivera, M. y Calderón Soto, J. (2017). *Compendio Estadístico de Datos sobre Educación Superior en Puerto Rico*. San Juan, PR.: Consejo de Educación de Puerto Rico.

SINOPSIS

VOLUMEN II, NÚMERO 3

DICIEMBRE 2017

DISMINUYE LA MATRÍCULA EN INSTITUCIONES DE EDUCACIÓN SUPERIOR

Datos recién publicados por el Consejo de Educación de Puerto Rico muestran que la matrícula de educación superior cayó un 9% del año 2010 al 2016. De 250,192 estudiantes matriculados en el año académico 2010-2011, la matrícula disminuyó a 227,255 en el año académico 2016-2017. Eso representa 22,937 estudiantes menos, una pérdida promedio de 3,823 estudiantes por año, aunque se observa una pérdida mayor en los últimos dos años: 7,808 del 2014 al 2015 y 5,815 del 2015 al 2016.



Instituciones y programas académicos podrían afectarse

Es muy probable que esta tendencia en la disminución de matrícula continúe y se acreciente en los próximos años debido a los efectos de la migración y la reducción de la población en Puerto Rico. El impacto que tengan estos cambios están por verse, pero deben ser motivo de preocupación para las instituciones educativas, especialmente para aquellas que han visto reducir su matrícula aun antes de la ola migratoria que ha generado el huracán María. Dado lo anterior, es posible que veamos consolidaciones y cierres de instituciones en los próximos años y que, por lo tanto, la oferta de carreras o programas académicos se reduzca y se ajuste a la demanda.



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<http://www.ce.pr.gov>

EDITOR

Dr. Jaime Calderón Soto

El Consejo de Educación de Puerto Rico tiene tres propósitos esenciales: (1) licenciar instituciones de educación básica e instituciones postsecundarias privadas y públicas, acreditar a las instituciones de educación básica públicas, y a las privadas que así lo soliciten; (2) brindar ayudas económicas a estudiantes necesitados para que puedan completar sus estudios; y (3) acopiar información, desarrollar bancos de datos, realizar o comisionar proyectos de investigación y desarrollar una cultura de investigación sobre educación básica y superior.

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UNIVERSIDAD DE PUERTO RICO
RECINTO DE RÍO PIEDRAS
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SAN JUAN PR 00931-3303

VoBo:

Dr. Luis Ferrao, Rector Interino

Fecha:

2/nov/17

**CALENDARIO ACADÉMICO REVISADO
PRIMER SEMESTRE 2017-2018
DESPUÉS DE LOS HURACANES IRMA Y MARÍA**

30 de octubre (lunes)	REINICIO DE CLASES EN EL RECINTO
6 de noviembre (lunes)	Fecha límite de baja con derecho a reembolso al 100% de cursos matriculados en el Recinto de Río Piedras.
13 de noviembre (lunes)	Fecha límite para profesores informar asistencia a clases de estudiantes a partir del reinicio de clases.
	Fecha límite para la radicación de solicitudes de Readmisión, Traslados, Transferencias, Cambios de Concentración, Reclassificación, Permiso Especial Subgraduado para el Segundo Semestre.
	Fecha límite para solicitud de Graduación para el Primer Semestre.
14 de noviembre (martes)	Fecha límite para someter IGS requerido y cupo al Decanato de Asuntos Académicos para la admisión de programas académicos subgraduados 2018-2019.
22 de noviembre (miércoles)	Fecha límite para solicitar admisión solo a programas graduados que admiten estudiantes para el Segundo Semestre 2017-2018.
23 y 24 de noviembre (jueves y viernes)	Receso Académico y Administrativo Acción de Gracias.
27 de noviembre (lunes)	Comienza Evaluación Académica parcial subgraduada.
	Fecha límite tardía subgraduada para admisión por transferencia y otros tipos de solicitudes.
4 de diciembre (lunes)	Facultades informan oferta académica para el Segundo Semestre al Decanato de Asuntos Académicos.
14 de diciembre (jueves)	Fecha límite para los profesores informar evaluación preliminar subgraduada.
21 de diciembre (jueves)	Fecha límite de bajas parciales subgraduadas.
24, 25, 30, 31 de diciembre de 2017, 1, 5, 6 y 7 de enero de 2018	Días de Receso Académico y Administrativo
23, 26, 27, 28 y 29 de diciembre de 2017 y 2, 3 y 4 de enero de 2018	Días de clases
8 de enero (lunes)	Continúan las clases en el Recinto
22 al 31 de enero	Selección de cursos para el Segundo Semestre
17 de febrero (sábado)	Último día de clases sabatinas.
19 de febrero (lunes)	Se reunirán las clases de los viernes para reponer una clase, de ser necesario para mantener el mínimo de horas de clases requeridas (15 horas por crédito).
20 de febrero (martes)	Se reunirán las clases de los jueves para reponer una clase, de ser necesario para mantener el mínimo de horas de clases requeridas (15 horas por crédito). Último día de clases regulares. Último día de bajas totales.
21 de febrero (miércoles)	Día de repaso.
22 de febrero al 1 de marzo	Período de Exámenes Finales.
24 de febrero (sábado)	Exámenes finales sabatinos.
2 de marzo (viernes)	Fecha límite de entrega electrónica de Calificaciones.
5-7 de marzo (lunes a miércoles)	Matrícula del 2do semestre. Se cancelarán matrículas no pagadas al 7 de marzo.
8 de marzo (jueves)	Análisis de datos y secciones. No hay matrícula.
9 de marzo (viernes)	Matrícula de estudiantes que no hicieron selección de cursos.
12 de marzo (lunes)	Comienzo de clases del 2do semestre 2017-2018.

Appendix 7: Teaching Staff by Category AY 2017-18, 1st semester

UNIVERSIDAD DE PUERTO RICO												
RECINTO DE RIO PIEDRAS												
PRELIMINAR												
Personal Docente en Tareas de Enseñanza por Tipo de Nombramiento, Jornada de Trabajo y Género												
Primer Semestre del Año Académico 2017-18												
Fuente de Información: Sistemas HRMS (JASPER HRMS_Employees_by_Date Rio Piedras Jasper 1nov2017)												
Tipo de Nombramiento	TOTAL			TIEMPO COMPLETO			TIEMPO PARCIAL			EN BLANCO		
	F	M	T	F	M	T	F	M	T	F	M	T
PERMANENTE	271	304	575	271	304	575			-			-
PROBATORIO	31	38	69	31	36	67			-		2	2
CONFIANZA	-	3	3		3	3			-			-
CONJUNTO	1	2	3	1	2	3			-			-
CONTRATO DOCENTE	251	202	453	92	88	180	133	104	237	26	10	36
CONTRATO LEY 100	10	5	15	1		1	9	5	14			-
ESPECIAL	1	-	1	1		1			-			-
SUSTITUTO	2	1	3	2	1	3			-			-
TAREA PARCIAL	-	1	1			-		1	1			-
TEMPORERO	5	6	11	5	6	11			-			-
TOTAL	572	562	1,134	404	440	844	142	110	252	26	12	38



11 de diciembre de 2017

CARTA CIRCULAR

A LA COMUNIDAD UNIVERSITARIA

Dr. Luis A. Ferrao Delgado
Rector Interino

CURSOS NOCTURNOS

A tenor con nuestra propuesta de **Universidad Abierta**, iniciaremos un plan escalonado para retomar la oferta académica nocturna en nuestro Recinto. A partir de hoy lunes, 11 de diciembre de 2017, la Escuela de Derecho, la Escuela Graduada de Planificación y los programas graduados de la Facultad de Administración de Empresas, reiniciarán su ofrecimiento nocturno en su horario regular de lunes a jueves.

Los portones de entrada al Recinto estarán abiertos hasta las 7:00 p.m. A partir de esa hora y para la salida, el único portón disponible será el de Bellas Artes que sale hacia la Calle Gándara. Advertimos que los semáforos en las principales intersecciones aledañas al Recinto continúan inoperantes y que de igual manera se mantienen a oscuras los sectores vecinales, por lo que recomendamos ejercer prudencia y precaución en las entradas y salidas del Recinto durante la noche. Por otro lado, los ingenieros del Recinto nos han corroborado que la línea Sur-Norte 50900 de la Autoridad de Energía Eléctrica (AEE) ya está operando, por lo que las posibilidades de un apagón se minimizan.

De no surgir incidentes mayores durante esta semana, podremos iniciar ya todo el programa nocturno del Recinto a partir del lunes 18 de diciembre. Con toda probabilidad, la Biblioteca José M. Lázaro, que durante esta semana está siendo objeto de limpiezas y acondicionamientos, abrirá sus puertas a nuestros usuarios ese mismo día.

Reiteramos que durante todo este tiempo pos-María la seguridad y bienestar de nuestros estudiantes y del personal docente y no docente ha constituido nuestra principal meta. Agradecemos a todos la paciencia demostrada durante estos difíciles meses que nos han tocado vivir.



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Vo Bo:

Luis A. Ferrao Delgado
Rector Interino

Fecha:

21/NOVIEMBRE/2017

CALENDARIO ACADÉMICO
SEGUNDO SEMESTRE 2017-2018

23 de febrero (viernes)	Fecha límite para radicar Solicitud de Admisión a Estudios Graduados para el Primer Semestre 2018-19.
1 de marzo (jueves)	Envío electrónico de factura e inicio de periodo de pago. Se pueden hacer cambios al plan médico.
5-7 de marzo (lunes a miércoles)	Periodo de ajustes a la factura para estudiantes que hicieron selección de cursos de 8:00 AM a 3:30 PM. Se pueden hacer ajustes a través de Internet.
	Estudiantes que completen requisitos para grado al finalizar este semestre, deberán llenar solicitud no más tarde del 9 DE ABRIL.
7 de marzo (miércoles)	Fecha límite para pagar matrícula, incluyendo Internet hasta las 3:00 PM. De no hacerlo, se cancelarán sus cursos. ¹ Horario hasta las 6:00 PM en el Recinto. ¹
8 de marzo (jueves)	Procesamiento y análisis de datos. No hay matrícula.
9 de marzo (viernes)	Matrícula de estudiantes que NO hicieron selección de cursos; horario de 8:00AM a 3:30PM.
10 de marzo (sábado)	COMIENZAN LAS CLASES EN LOS CURSOS SABATINOS.
12 de marzo (lunes)	COMIENZAN LAS CLASES DIURNAS Y NOCTURNAS EN EL RECINTO.
12-14 de marzo (miércoles a viernes)	Periodo de cambios al programa matriculado. Horario de 8:00AM a 3:30PM. (Periodo de reembolso de 100% para cambios en cursos y cancelación al 100%).
14 de marzo (miércoles)	Fecha límite de pago con recargos para matrículas iniciadas el 9 de marzo, horario hasta las 6:00PM. Cambios en Internet de plan médico hasta las 3:00PM.
16 de marzo (viernes)	Termina periodo para darse de baja con derecho a Reembolso del 50% del cargo de matrícula por créditos pagados. ²
26 de marzo (lunes)	Termina periodo para radicar solicitud de revisión de Progreso Académico en el Decanato de Estudiantes.
29-31 de marzo (jueves a sábado)	RECESO ACADÉMICO Y ADMINISTRATIVO: JUEVES A SÁBADO SANTO.
2 de abril (lunes)	Termina periodo para solicitar autorización para tomar cursos fuera del Recinto (Permiso Especial). ³⁻⁴
	Termina el periodo para los estudiantes del Recinto de Río Piedras solicitar Traslado a otras unidades del Sistema Universitario. ³
	Termina periodo para solicitar Readmisión al Verano y Primer Semestre (Nivel Subgraduado).
9 de abril (lunes)	Termina periodo para solicitar opción para exámenes de aprovechamiento, según normas de la Certificación 88 2003-2004 (antes 8ª 1973-1974) del Senado Académico del Recinto de Río Piedras. ⁵
	Termina periodo para radicar en la Oficina de Admisiones Solicitud de Admisión al Recinto para la sesión de Verano y Primer Semestre para estudiantes subgraduados procedentes de universidades privada acreditadas.
	Termina periodo para solicitar Cambio de Colegio o Concentración (Reclasificación) ³⁻⁴ al nivel subgraduado.
	Termina periodo para radicar SOLICITUD DE GRADUACIÓN los candidatos a grado en esta sesión académica. ³⁻⁴
	Inicio del periodo de evaluación parcial académica de cursos subgraduados por los profesores.

16 de abril (lunes)	Profesores de cursos subgraduados radican electrónicamente listas de clase con evaluación académica a Registraduría.
16-20 de abril (lunes a viernes)	Selección de cursos para el Verano (el estudiante verificará el calendario interno de su Facultad).
20 de abril (viernes)	Evaluación académica para cursos subgraduados disponible a través de Internet.
30 de abril (lunes)	Fecha límite para bajas parciales para cursos subgraduados incluyendo sabatinos.
2-9 de mayo (miércoles a miércoles)	Periodo de selección de cursos para el Primer Semestre (el estudiante verificará el turno que le corresponde según su año de estudios).
2 de junio (sábado)	ÚLTIMO DÍA DE CLASES PARA LOS CURSOS SABATINOS.
4 de junio (lunes)	Se reunirán las clases de los VIERNES para reponer un día.
5 de junio (martes)	Se reunirán las clases de los JUEVES para reponer un día.
5 de junio (martes)	ÚLTIMO DÍA DE CLASES EN EL RECINTO.
6 de junio (miércoles)	Periodo de repaso y último día de bajas totales.
7-14 de junio (jueves a jueves)	EXÁMENES FINALES EN EL RECINTO DE RÍO PIEDRAS.
9 de junio (sábado)	EXÁMENES FINALES DE LOS CURSOS SABATINOS
18 de junio (lunes)	Vence el periodo para entregar los informes de calificaciones finales al Registrador y para remover los incompletos del semestre anterior.

Notas:

1. El estudiante que no pague su matrícula para dicha fecha perderá el sitio en los cursos prematriculados.
2. Estos estudiantes no quedarán oficialmente matriculados. Si interesan continuar estudios para la próxima sesión académica, deberán radicar solicitud de readmisión en la fecha límite.
3. Se deberán radicar en la Oficina del Registrador.
4. No se aceptarán solicitudes después de esta fecha.
5. Se radican en la Oficina de Asuntos Estudiantiles de la Facultad que ofrece el curso.

El Recinto de Río Piedras de la UPR es un patrono con igualdad de oportunidades en el empleo. No se discrimina en contra de ningún miembro del personal universitario o en contra de aspirante a empleo por razón de raza, color, orientación sexual, género, nacimiento, edad, impedimento físico o mental, origen o condición social ni por ideas políticas o religiosas.

Este calendario comprende un periodo de 12 semanas, el cual fue aprobado por el Departamento de Educación Federal. El mismo cumple con:

- Las disposiciones de la Certificación Núm. 95 (1996-97) del Senado Académico del Recinto de Río Piedras sobre el requisito de que todas las combinaciones de días del calendario estén completas.
- Con el requisito de 15 horas contacto por crédito.

Appendix 10: U.S. Department of Education, Federal Student Aid, approval of 15-week fall semester



Darwin José Marrero <darwinjose@gmail.com>

Department's permission for a 27 week academic year

Early, Jeremy <Jeremy.Early@ed.gov>

Thu, Nov 16, 2017 at 9:45 AM

To: Darwin José Marrero <darwinjose@gmail.com>, Anibal Alvalle Colon <anibal.alvalle@upr.edu>, Gloria Diaz Urbina <gloria.diaz5@upr.edu>

Good Morning Darwin, and thank you for your email. Due to the impact of Hurricane Maria, the New York/Boston School Participation Division approves a 15-week Fall semester and 12-week Spring semester (resulting in a 27-week academic year) for the affected cohorts of students.

Best,

Jeremy

Jeremy Early, Ed.D.

Compliance Manager

New York/Boston School Participation Division

U.S. Department of Education, Federal Student Aid

[830 First Street, NE](#)[Washington D.C. 20202](#)[202.377.3620](#)Jeremy.Early@ed.govStudentAid.gov

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From: Darwin José Marrero [mailto:darwinjose@gmail.com]**Sent:** Wednesday, November 15, 2017 2:59 PM**To:** Early, Jeremy; Anibal Alvalle Colon; Gloria Diaz Urbina**Subject:** Department's permission for a 27 week academic year

[Quoted text hidden]



22 de noviembre de 2017

DECANOS(AS) DE FACULTAD, DECANOS ASOCIADOS, DECANOS AUXILIARES, DIRECTORES DE ESCUELAS, DIRECTORES DEPARTAMENTALES Y OTRAS UNIDADES ACADÉMICAS

Dr. Luis A. Ferrao Delgado,
Rector Interino

PLANIFICACIÓN PROGRAMACIÓN ACADÉMICA: AÑO FISCAL 2017-2018

La programación de los cursos a ofrecerse en la Segunda Sesión Académica 2017-18, debe ser entregada al Decanato de Asuntos Académicos **en o antes del 4 de diciembre de 2017**. Esta programación requiere un análisis profundo de las necesidades de ofrecimientos académicos que responda a los mejores intereses de nuestros estudiantes, ante los retos que enfrentamos: un periodo lectivo de 12 semanas, los daños a la infraestructura causados por el Huracán María y la difícil realidad fiscal que atravesamos como institución, la cual es un reflejo de la precaria situación económica del País.

Les invito a desarrollar con sus equipos de trabajo una programación académica que maximice los recursos fiscales y humanos disponibles en el Recinto y les exhorto a tomar en consideración las siguientes guías:

Oferta Académica

- Los directores y decanos deberán planificar una oferta académica a tenor con las necesidades de los programas académicos. No se deben abrir secciones adicionales hasta que los cursos programados alcancen el cupo máximo establecido conforme a la normativa vigente.
- La oferta académica debe estar distribuida, en primer lugar, entre los docentes en plantilla regular.
- El personal docente deberá estar disponible para ofrecer cursos en el horario que sea necesario, para cumplir con los fines institucionales. Esto incluye los cursos nocturnos y sabatinos. Compete al Director de la Escuela o Departamental establecer el programa, según establece el Reglamento, según sea el caso.
- En circunstancias que aplique, la carga del profesor podrá ser completada mediante la enseñanza de cursos en otras unidades académicas del Recinto. Estos acuerdos deberán estar formalizados previo a la asignación de los cursos y los docentes deberán tener las cualificaciones académicas necesarias para el curso que enseñará.

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Rectoría

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Fax 787-764-8799

Contratación de Profesores y Sustituciones de Tareas

Compensaciones Adicionales:

- El Reglamento General de la Universidad de Puerto Rico, Artículo 69.11 enmendado por la Certificación 75, Año 2000-2001 de la Junta de Síndicos, establece que la concesión de compensaciones adicionales debe responder siempre al interés institucional.
- La Certificación 69, Año 1995-1996 de la Junta Administrativa, establece que los docentes a tarea completa podrán recibir hasta un máximo de nueve (9) créditos o 27 horas adicionales. En el caso que se amerite un docente de enseñanza con una carga académica que exceda los 21 créditos, esta excepcionalidad deberá estar justificada y autorizada **previo** al inicio del semestre académico por el Decanato de Asuntos Académicos.
- En el caso de los docentes en funciones administrativas, las compensaciones adicionales no excederán de 6 créditos adicionales y las mismas deberán estar autorizadas **previo** a ofrecer los servicios, ya que se requiere el estricto cumplimiento con las funciones inherentes a sus puestos gerenciales.
- La Circular Núm. 50, Año 2001-2002 de Rectoría, establece que toda compensación adicional deberá estar justificada por la necesidad institucional y autorizada por el director o decano **previo** al ofrecimiento de los servicios. El director o decano de otra unidad que interese los servicios del docente mediante compensación adicional, debe inquirir sobre el programa completo del profesor y contar con la autorización del director del departamento y del decano de la facultad a la que el docente pertenece. Cualquier miembro del personal docente que acepte tareas adicionales a su carga regular **sin la autorización previa** de su director o decano, no será remunerado por tales servicios. Los mismos serán considerados como servicios rendidos “**ad-honórem**”.

Contratos de Servicio:

- Como regla general, los contratos de servicio docente se limitarán a la enseñanza de cursos y no excederán los nueve (9) créditos durante cada período académico. La asignación de cursos mediante el mecanismo de contratos de servicio estará enmarcada dentro de las medidas cautelares vigentes.
- Los contratos a tarea completa durante cada período académico solo se autorizarán **con carácter extraordinario** y con la debida justificación fundamentada en las características de los cursos y sujeto a la disponibilidad de fondos. Los mismos deberán estar dirigidos principalmente a la **enseñanza**. Los contratos de servicio docente a tarea completa para llevar a cabo funciones administrativas (tales como: dirección, coordinación o asesoría académica) deben ser debidamente justificados por necesidad institucional.
- El personal jubilado que se contrate se compensará a razón de la escala de compensaciones adicionales vigente en el Recinto. Además, deberá someter toda la evidencia requerida por la Oficina de Recursos Humanos y estar autorizado previo a ofrecer los servicios.
- Los profesores que reciban sustituciones de tareas de investigación/creación solo recibirán **una compensación adicional** debido a una necesidad institucional justificada y sometida al Decanato de Asuntos Académicos, después de haberse constatado la productividad evidenciada por el profesor en las sustituciones de tareas otorgadas previamente.

- Bajo ningún concepto persona alguna podrá ejercer funciones inherentes a un puesto docente o administrativo sin estar debidamente autorizado y nombrado por la autoridad nominadora.

Sustituciones de Tareas

Las **sustituciones de tarea** se limitarán a:

- Los proyectos de investigación/creación (la justificación deberá incluir un desglose que incluya título de investigación/laboratorio/proyecto/obra creativa, descripción, resultados esperados, equivalencia en créditos, calendario de trabajo y horas contacto). Se debe constatar la productividad alcanzada previamente por el profesor antes de autorizar otras sustituciones de tareas.
- Descargas por reglamento (Ej. Senado Académico).
- Proyectos especiales según la necesidad institucional.
- Funciones administrativas para dirección de Decanatos, Decanatos Asociados, Decanatos Auxiliares, Directores de Departamento y Coordinadores de Programas. Los servicios de asesoría académica, no se ofrecerán por sustituciones de tarea, estos serán considerados por compensación adicional si fuera necesario.

Recabo la colaboración de todos y todas para así poder continuar aportando a nuestro compromiso institucional enfocado en el desarrollo del País.