

Monitoring Report
to the Middle States Commission on Higher Education

University of Puerto Rico at Bayamón



Dr. Arturo Avilés González
Chancellor

Mr. Javier Zavala Quiñones
Accreditation Liaison Officer

September 1, 2010

Subject of the Follow-Up Report
Institutional Probation

Date of Team Visit
September 12-16, 2010

Chair of Visiting Team
Dr. John C. Cavanaugh



Collaborators

Dr. Edna Miranda, Dean for Academic Affairs

Dr. Jorge Rovira, Assistant Dean for Academic Affairs

Dr. Maritza Sostre, English Department Professor

Mr. Rafael Rosado, Executive Assistant to the Chancellor

Mr. Wilfredo Ortiz, Budget Director

Mr. Javier Zavala, Planning and Research Director

Table of Content

Institutional Context.....4

Leadership Governance6

 Institutional Structure of Governance and Leadership Overview6

 Leadership and Governing Actions during the Student Conflict.....7

 Plan of Action.....11

Educational Offerings12

 Educational Offerings Overview.....12

 Guarantee Sustained Length, Rigor and Depth of the Educational Offerings13

 Actions Assuring Continuity and Length13

 Actions Assuring Rigor14

 Plan of Action19

Institutional Resources20

 Institutional Resources Overview.....20

 Secure Continuity and Institutional Effectiveness20

 Action Plan for Securing Continuity and Institutional Effectiveness21

 Maintain and Nurture Additional Funding Sources.....22

 Action Plan for Maintaining and Nurturing Additional Funding Sources23

Conclusion24

Supporting Documents List25

Monitoring Report MSCHE

Institutional Context

The University of Puerto Rico at Bayamón (UPRB) was established in August 1971 as a community college and was part of the Regional Colleges Administration until 1998. During this year the UPRB became an autonomous campus for the University of Puerto Rico (UPR) System. Located at the northeastern part of Puerto Rico in an area of rapid industrial and economic development, it is oriented to fulfill the growing academic needs of such a community. The UPRB mostly serves students from the municipalities of Bayamón, Guaynabo, San Juan, Cataño, Dorado, Comerío, Naranjito, Toa Alta, Corozal, Toa Baja, and Vega Alta.

The UPRB is an institution of higher education whose mission is to facilitate significant, continuous and long-lasting learning with the ultimate goal of having students become responsible citizens who will help transform their world with a heightened sense of ethics, esthetics and actions that will contribute to change. To achieve this, the Institution should advocate the establishment of support systems for learning, research and collaboration with the Puerto Rican society.

The UPRB offers its undergraduates academic programs in the content areas of technology [*BS Computer Science, BS Electronic Engineering Technology, BA Materials Management, AD Civil Engineering Technology; Land Surveying and Highway Construction, AD Civil Engineering Technology in Construction, AD Instrumentation Technology, and AD Electronics (in moratorium)*]; business [*BBA Accounting, BBA Marketing, BBA Management, BBA Finance, BOS Office Systems*]; science [*BS Human Biology, and BS General Biology*]; and education [*BA in Special and Elementary Physical Education and BA in Preschool and Elementary Education*] content areas. The UPRB also offers academic coordinated transfer programs in several of the aforementioned disciplines, as well as in the liberal arts areas.

The UPRB is a 100 percent Hispanic serving institution with total headcount enrollment of 4,873 in the spring of 2010. A total of 82.0 percent of the student population studied full time and 53.2 percent were female. Most of our students are enrolled in bachelor's degree programs (78.3 percent) while 6.0 percent are in associate degrees, and 12.3 percent in transfer programs. The remaining 3.4 percent of our students is classified in other categories. The student body is served by 318 non-faculty personnel and 284 faculty members.

Because of differences with the university administration, the students in 10 of the 11 units of the UPR system held a protest movement that began in April and continued on until June. The reason for such differences were based on Certification 98

of the Board of Trustees, that contained the application of a special quota for the students, a possible increase in tuition and the restraint of student institutional financial aids (Tuition Exemptions). This means that the student would be required to choose between grants or exemptions as an effort to avoid double *dipping*. This conflict caused an interruption in both administrative as well as academic tasks. At the UPRB the conflict began on April 26, 2010 (four weeks away from concluding the semester), and did not end until June 18, 2010. This meant that there was no access to the Institution for approximately 40 working days.

On June 1, 2010, the Central Administration of the UPR submitted a report to the MSCHE on the situation regarding the closure of ten campuses and the current institutional financial status. On June 24, 2010, after receipt of the report and an ongoing student conflict, the MSCHE placed on probation the units affected by the stoppages, including the UPRB (See Supplementary Documentation 1). The probationary status is based upon lack of evidence with two accreditation standards: *Leadership and Governance* and *Educational Offerings*. On the other hand, supplementary information regarding the standard of Institutional Resources was also required.

On July 1, 2010, the MSCHE, in accordance with its responsibility, informed the United States Department of Education (USDE) of the probationary status of the Institution because of the interruption of administrative and educational tasks (See Supplementary Documentation 2). As a result of the notification received, the USDE decertified the 11 campuses (including the UPRB) of the UPR's eligibility for funds under the Higher Education Act (HEA) (See Supplementary Documentation 3). Therefore, on July 12, 2010, the UPRB submitted all the documentation and evidence necessary to reacquire its eligibility for the HEA funds. The USDE, honoring its commitment to promptly evaluate the application, notified the UPRB on July 27, 2010, that it had fulfilled the requirements established by law for funding eligibility (See Supplementary Documentation 4).

Complying with the requirements and procedures established by the MSCHE, the UPRB presents its monitoring report on the areas identified that need to be addressed. This report addresses the UPRB Plan of Action for sustained compliance with Standard 4: Leadership and Governance, Standard 11: Educational Offerings, and Standard 3: Institutional Resources.

Leadership Governance

Commission's Action

The MSCHE placed the Institution on probation because of the lack of evidence that it is in compliance with Standard 4, including but not limited to the development and implementation of clear institutional policies specifying the respective authority of the different governing bodies and their respective roles and responsibilities in shared governance.

Institutional Structure of Governance and Leadership Overview

The UPRB was part of the Regional Colleges Administration of the University of Puerto Rico until 1998. In that year, and through certification by the Board of Trustees of the UPR (See Supplementary Documentation 5), the UPRB acquired autonomy for all its operational, administrative and educational tasks, included those dealing with finances. This means that Chancellor acquired the authority to preside the Academic Senate, the Administrative Board, his/her staff, professors and administrators of the unit. In addition, the chancellor would manage the budget assigned by the Board of Trustees. This status allowed the Institution to offer university programs for transfer to other units of the UPR system, as well as the granting of associate and bachelor's degrees that supply the demand for human resources of the regions and communities served. On the other hand, the chancellor was required to create an institutional government through the naming of an Administrative Board, an Academic Senate, deans, directors and a General Student Council. However, each of the governing bodies and its respective tasks must be aligned with the UPR laws, as well as the missions and strategic plans of the units (See Supplementary Documentation 6).

The law of the UPR clearly outlines the structure of the institutional government, its tasks and the responsibilities of each body. The following hierarchy is established by the UPR law:

- Board of Trustees (Central Administration)
- President (Central Administration)
- University Board (Central Administration)
- Chancellors (Unit)
- Administrative Board (Unit)
- Academic Senate (Unit)
- General Student Council (Unit)

With regard to the faculty, non-teaching personnel and students, these are regulated by rules and regulations and by laws developed for each one of these sectors of the university community (See Supplementary Documentation 7 & 8). The agreements and understandings among the Institution and these sectors of the university community are established in both documents.

Leadership and Governing Actions during the Student Conflict

Since the protest was a system-wide conflict, the Board of Trustees and the President of the University assumed the primary responsibility for dialogue and mediation with student representatives. The protest was initiated at the Río Piedras campus and gradually other campuses joined. However, the chancellors of each unit, according to the authority granted by the university rules and regulations, carried out actions and activities toward promoting dialogue and a solution to the conflict with the various sectors of the university community. On the other hand, at the UPRB various institutional activities continued their progress in alternate facilities thereby giving continuity to the institutional processes planned. The following table presents the actions, dates, participants and sites of the aforementioned.

Table 1. Leadership and Governing Actions Taken by the UPRB

Actions	Date	Participants	Site
Meeting with the Academic Senate (See Supplementary Documentation 9 & 10)	April 30, 2010 June 3, 2010	Academic Senators	-Casa Familiar Virgilio Dávila -American Legion of Bayamón
Meeting with Student Representatives (See Supplementary Documentation 11)	May 4, 2010	General Student Counsel	American Legion of Bayamón
Assembly Meeting with Teaching Personnel (See Supplementary Documentation 12)	May 13, 2010	Teaching Personnel	Tomás C. Ongay Vocational School
Meeting with Chancellor’s Staff	Weekly	Deans	Various sites
Press Releases (See Supplementary Documentation 13)	April 23, 2010 April 26, 2010 April 30, 2010 May 4, 2010 June 22, 2010	University Community	Various communication media
Project: <i>Centro de Integración Familiar y</i>	June 2-30, 2010	Professors and children from the	María E. Bas de Vázquez School

Actions	Date	Participants	Site
<i>Servicios Educativos</i> (CIFE) (See Supplementary Documentation 14)		Bayamón community	
Meetings with the Directors of the Student Services Offices (See Supplementary Documentation 15)	May 17, 2010 May 20, 2010 May 26, 2010	Directors in the Student Services areas	-Library of the Colegio Beato Carlos Manuel Rodríguez -Claret Mission House -Bayamón Medical Emergencies Center
Admission and Orientation Process for New Incoming Students (See Supplementary Documentation 16)	May 27 & 28, 2010 June 1 & 2, 2010	New Incoming Students, Personnel from the Admission, Medical Services and Counseling offices	UPR Presidency Labor Department of the Bayamon Municipal Government
Legal resources (See Supplementary Documentation 17)	April 26, 2010 June 8, 2010	University Administration and Student Leaders	Court of First Instance, Upper Chamber of the Bayamon Judicial Center
National Cup in Free Enterprise (SIFE) (See Supplementary Documentation 19)	June 2-4, 2010	Students and professors of the UPRB-SIFE Team	Conrad Hotel in the Condado-San Juan, PR
Messages sent to the University Community (See Supplementary Documentation 20)	July 6, 2010 July 30, 2010	University Community	Internet: E-mail
Teacher training Project for Mathematics, Sciences, Spanish and English Teachers (See Supplementary Documentation 21)	May 22, 2010 May 29, 2010 June 5, 2010 June 12, 2010 June 19, 2010 June 25-27, 2010	Professors and school teachers	Hotel San Miguel in Bayamón Hotel Embassy Suites Dorado

The information summarized in Table 1, evidences that the UPRB leadership and governing bodies allowed for the majority of the institutional processes and commitments to continue. As observed, the meetings held by the Chancellor with the Academic Senate, Faculty and Student Representatives among others were held seeking possible solutions to the conflict at the unit level.

Legal resources were taken in order to seek court assistance as a tool to provide continuity of operations while looking for a solution between the parties involved. As of this report, the first resource presented on April 26, 2010 was dismissed by the institution. The second legal resource presented on June 8, 2010 is still under the court consideration.

In addition, the governing bodies created an atmosphere of continuous dialog among all sectors of the university community to ensure that proper processes and procedures were in place in order to facilitate its governance and functioning. These included the following:

Table 2. Actions Taken by Administration

Administration	Action Taken
<p>Chancellor</p>	<ul style="list-style-type: none"> • Continuous communications with the UPR President and with the Board of Trustees to discuss issues related to the student conflict. • Meetings with institutional leadership, faculty, and with student representatives to keep them informed about closure impact and to coordinate institutional processes. • Meeting with campus security personnel for coordinating strategies and procedures for addressing closure situations. • Follow-up to the preparation and submission of external funding proposals. • Continuous communication with new incoming students and their parents. • Disclosure of information to the press and to the university and external community concerning the Institution’s closure and related future actions. • Follow-up to legal resources presented in court.
<p>Dean of Academic Affairs</p>	<ul style="list-style-type: none"> • Preparation of class schedules for the fall semester, academic year 2010-2011. • Recommendations to amend the 2009-2010 academic calendar in order to resume and complete the second semester. • Preparation of class schedules for special session of academic year 2009-2010. • Extension of library service hours.

Administration	Action Taken
Dean of Academic Affairs	<ul style="list-style-type: none"> • Coordination of availability of educational facilities and services. • Instructions on class and exams make-ups to assure content, depth, rigor and evaluation of student learning. • Arrangements for the continuation of externally funded institutional projects. • Amendments to faculty service contracts to ensure completion of course contact hours.
Dean of Student Affairs	<ul style="list-style-type: none"> • Coordination of the admission process for freshmen 2010, including continuous orientation about procedures and required documents via e-mail, postings at the web page, phone calls, and regular mail. • Receipt of required documents to freshmen at an out of campus location. • Provision of online counseling to students asking about admission, internships, transfers, economic assistance, and other questions.
Dean of Administrative Affairs	<ul style="list-style-type: none"> • Amendments to faculty services contract to ensure completion of course contact hours. • Assurance the security of institutional facilities and property. • Performance of payroll schedule. • Coordination of scheduled maintenance of equipment and facilities by UPRB's personnel and private contractors.
Administrative Board	<ul style="list-style-type: none"> • Approval of amended calendar for the second semester of academic year 2009-2010. • Approval of special session of academic year 2009-2010. • Approval of academic calendar for 2010-2011.

On the other hand, it is important to recognize other members of the community who assumed active roles to work with the student conflict and create opportunities for dialog among the parties involved and the development of the pending projects. An example of this is the Dialog Committee of the Academic Senate, the projects developed in external sites and the professional activities developed for the community (See Supplementary Documentation 21).

UPRB Plan of Action

The fulfillment of policies, procedures and a government structure as well as actions done to continue with the institutional tasks can be observed in the aforementioned documentation. However, the student conflict did not allow access to the Institution, affecting instructional and administrative tasks.

Access to the Institution is protected in the Board of Trustees Certification 90 of 2004-05 (See Supplementary Documentation 22). Nonetheless, circular letters from the Río Piedras Campus regarding non-confrontation agreements made among the university community and the Puerto Rican authorities (See Supplementary Documentation 23) created conflicting messages among the parties involved. This resulted in a prolonged institutional closing where all work carried out during the second semester 2009-10 was significantly affected.

The UPRB administration will work with measures directed in three main areas to maintain the Institution’s operations. These areas are: Foster an Enhanced Institutional Climate and Identity; Cultivate an Open University Culture, and Revisit and Empower Leadership and Governance at all Levels. Table 3 presents the actions that will be taken in these areas (See Appendix 1):

Table 3. Actions to Strengthen UPRB Leadership and Governance

Area	Action
Foster an enhanced institutional climate and identity	<ul style="list-style-type: none"> • Orient on and Instill respect towards Certification 131 (2009-10). • Participate in the System-wide Communications Committee • Continue organizing periodic meetings among the chancellor and staff with elected student leaders and representatives. • Work with and disseminate the Student Rules and Regulations
Cultivate an open university culture	<ul style="list-style-type: none"> • Establish norms and procedures for the effective implementation of the dispositions in Certification 90 (2004-05) of the Board of Trustees concerning institutional opening and access. • Orient the community on Certification 90. • Establish a direct and secret voting system in all of the university’s bodies and organizations, as created by the House of Representatives of Puerto Rico project for Law 2726.

Area	Action
Revisit and empower leadership and governance at all levels	<ul style="list-style-type: none"> • Orient on the reach and limits of university autonomy as defined by the Board of Trustees. • Orient administrative personnel on the handling of conflicts. • Complete the appropriate sanctions and continue with the legal actions directed toward establishing the rule of law and applicable mechanisms. • Clarify the roles, responsibilities and scope of the UPRB advisory bodies such as the Academic Senate and Administrative Board.

Educational Offerings

Commission’s Action

The MSCHE placed the Institution on probation because of lack of evidence that it is in compliance with Standard 11 including, but not limited to, a plan for assuring the rigor, continuity, and length of courses affected by the institution’s closure.

Educational Offerings Overview

The UPRB is committed to facilitate significant, continuous and long-lasting learning through 4 associate degrees, 12 baccalaureate degrees and over 30 *articulated* programs, which means that students entering these programs are guaranteed a space in their junior year in the UPR unit with which the articulation agreement was signed.

This section demonstrates actions taken by UPRB to comply with the continuity, length and rigor of all the educational offerings after the UPR System student conflict. The action areas are focused on academic calendar up-dates; the development of new academic procedures to ensure faculty and student reintegration to the semester; the continuity of practicum’s and research projects; and the gathering and analysis of information about withdrawals, grades, student learning assessment and degrees conferred.

Guarantee Sustained Length, Rigor and Depth of the Educational Offerings

Actions Assuring Continuity and Length

The UPRB guarantees its compliance with academic rigor, continuity of programs and the number of teaching hours throughout the diverse processes that are standard academic norms for any instructional period. These may be obtained in the Institutional Catalog 2008-2011 (See Supplementary Documentation 24). However, it is important to note that there were a number of professors that maintained direct communication with their students through diverse technological means (Facebook, e-mail and Moodle, among others) during the protest.

As soon as the Institution certified that it was in adequate healthy conditions to operate, the government entities were called upon to carry out any of the modifications necessary to comply with the requirements of the academic semester affected by the student conflict. These modifications were toward the extension of the 2009-2010 second semester until the established teaching hours were met. For this the Academic Senate of the UPRB developed Certification 37-2009-2010, which establishes the continuation of the semester beginning Wednesday, June 30, until Friday, August 6, 2010 (See Supplementary Documentation 25). This certification includes a review period for final exams in addition to the final exam period. The university community was informed of this final exam period through various means, such as the Institutional web page and memorandums (See Supplementary Documentation 26). On the other hand, the Learning Resource Center offered continued and extended services until August 6, 2010, as support for student's teaching-learning process during the modification of the academic calendar for the 2009-10 academic semester (See Supplementary Documentation 27).

The curricular content of the academic programs in Engineering and Natural Sciences require that certain courses be offered during the summer period. To guarantee these academic programs to this community, the UPRB established a special session where many of the courses planned for the summer session 2009-2010 were presented. The University Board, through a referendum, approved Certification 49-2009-10 that established the academic calendar for this special session (See Supplementary Documentation 28). Once the session was approved, it was announced and promoted to students through various means, such as through the directors of the academic departments and memorandums to students (See Supplementary Documentation 29).

Upon the extension of the 2009-10 second semester until August 6, 2010, to the special summer session until August 30, 2010, changes had to be made to the academic calendar of the first semester of 2010-2011. Now the semester will begin on

August 30, 2010, and end on January 20, 2011, as established in Certification 48-2009-10. This academic calendar provides the time necessary to fulfill the teaching hours required, as well as with the continuation and rigor of the academic programs of the UPRB. This includes the 15 hours per credit norm (2 credit course = 30 hours; 3 credit course = 45 hours; 4 credit course = 60 hours, etc.), the necessary courses, as well as a review period for final exams and the final exam period (See Supplementary Documentation 30). On the other hand, the learning assessment processes and analysis of grades and withdraws will continue.

Upon the re-initiation of operations, the UPRB continued with the processes that had been affected by the protest. Among these were the voting process for the election of the General Student Council, the orientation to new incoming students that was offered from August 5-12, 2010 (See Supplementary Documentation 32), and the processing of documents required for the Pell Grant applications.

Actions Assuring Rigor

The UPRB developed various strategies that allowed for the presentation of evidence regarding the academic rigor that was given during the second semester of 2009-10. The Dean of Academic Affairs, with the chancellor’s approval, generated a process for the certification of professors’ make ups of the teaching hours during the modified academic calendar (This included classes, grades and exams). This was done through a form and completed by the directors of the departments (See Supplementary Documentation 33). On the other hand, the Registrar’s Office required and requested a list of student attendance in the courses once classes began in June 2010.

From the information presented of both strategies, it can be observed that the majority of the courses were certified as having complied with the professors’ teaching hours and the collection of student attendance lists.

There are indicators, such as the total student withdrawals in the Institution, which indirectly evidence the rigor in the teaching-learning processes. Upon comparing the prior three second semesters, fluctuations among the total withdrawals and in how some academic departments functioned are observed.

Table 4 presents the total withdrawals during the second semesters of the academic years 2007-08, 2008-09 and 2009-10.

Table 4. Total Withdrawals in the Last Three Second Semester Periods

Department	2007-08	2008-09	2009-10
Business Administration	55	50	66
Biology	24	15	24

Department	2007-08	2008-09	2009-10
Computer Sciences	20	20	18
Education	28	18	26
Physical Education	18	19	18
Engineering	40	22	52
Electronics	30	30	41
Office Systems	15	10	25
Articulated transfers	21	18	36
Total	251	202	306

A greater number of total withdrawals were observed during the 2009-2010 academic year from those in the last three years. The reasons are varied; however, the interruption of courses because of the conflict and the completion of the semester in an extended period could be one of the principal reasons. Between 2008-09 and 2009-10 a difference of 104 total withdrawals can be observed. This implies a 34% increase from 2008-09 to 2009-10. On the other hand, the difference between the 2009-10 and 2007-08 is less, with the total withdrawals being 55. This implies a similar and normal behavior during these last two academic years.

To demonstrate the Institution's academic rigor, Tables 5-7 present the grade distribution, incompletes and withdrawals in the courses offered during the second semesters of 2007-08, 2008-09 and 2009-10.

Table 5. Grade Distribution Second Semester 2007-08

Department	A, B, C, P %	D %	F %	I %	W %
Business Administration	79	4	6	2	10
Biology	70	13	8	0	8
Social Sciences	84	2	4	4	6
Physical Education	85	3	5	3	5
Education	83	2	4	3	8
Spanish	83	4	5	2	6
Physics	73	9	10	1	8
Humanities	84	4	4	1	7
Engineering	75	5	4	1	15
English	82	5	6	1	7
Internships					
Mathematics	37	11	20	1	31
Chemistry	65	13	9	1	13
Computer	74	4	8	2	12

Department	A, B, C, P %	D %	F %	I %	W %
Sciences					
Office Systems	73	4	7	1	16
Electronic Engineering Technology	77	6	6	1	10
Total	75	5	7	2	11

Table 6. Grade Distribution Second Semester 2008-09

Department	A, B, C, P %	D %	F %	I %	W %
Business Administration	80	5	5	1	8
Biology	76	9	6	0	9
Social Sciences	79	5	7	2	6
Physical Education	88	1	4	3	5
Education	80	3	7	4	7
Spanish	83	5	5	2	5
Physics	70	9	10	2	8
Humanities	83	3	5	1	7
Engineering	78	6	6	2	8
English	81	5	6	1	7
Internships	100	0	0	0	0
Mathematics	42	8	21	1	29
Chemistry	67	11	9	0	13
Computer Sciences	77	4	7	4	9
Office Systems	80	4	6	1	9
Electronic Engineering Technology	79	4	7	1	8
Total	74	6	7	2	11

Table 7. Grade Distribution Second Semester 2009-10

Department	A, B, C, P %	D %	F %	I %	W %
Business administration	74	5	6	4	11
Biology	68	10	9	3	10
Social Sciences	78	3	6	4	9

Department	A, B, C, P %	D %	F %	I %	W %
Physical Education	81	1	3	9	6
Education	80	1	7	5	7
Spanish	84	3	3	4	6
Physics	73	8	8	3	8
Humanities	80	2	7	3	8
Engineering	71	4	8	4	13
English	77	3	8	3	9
Internships	100	0	0	0	0
Mathematics	40	7	21	4	28
Chemistry	60	13	12	2	13
Computer Sciences	69	3	9	7	12
Office Systems	72	4	7	1	16
Electronic Engineering Technology	68	4	7	5	16
Total	72	4	8	4	12

From this analysis it is observed that the total behavior of the grade distribution was similar in all three semesters except for some minor fluctuations. However, during 2009-10 there was a greater amount of incompletes (+2%), withdraws (+1%) and failures (+1%) in comparison to the last two years. This implies that more students failed, received incompletes or withdrew from their courses during the second semester of the 2009-10 academic year.

The professors of the UPRB continued with the academic rigor during the extended period of the 2009-10 semester. This might have contributed to students' non-completion of course requirements as indicated in the grade distribution results of the aforementioned year in comparison with the two prior years. This difference in failures, incompletes and withdrawals only increased 4% for the last semester, inferring that the academic rigor was maintained.

Table 8 presents the data from the measurements by the academic departments developed in the Institutional Assessment Plan of Student Learning. In the table **Exceeded expectations** represents the students that performed with an A or a P (pass) in the course and the **Expectation Level** indicates those that performed an A, B, C or P. From this analysis it is observed that the total population's expectation level is 72% while the student population who exceeded expectations was 30%.

Table 8. Assessment of Student Learning

Department	Exceeded Expectations %	Expectation Level %
Business Administration	25	74
Biology	14	68
Social Sciences	34	78
Physical Education	64	81
Education	47	80
Spanish	33	84
Physics	29	73
Humanities	34	80
Engineering	25	71
English	40	77
Internships	100	100
Mathematics	8	40
Chemistry	13	60
Computer Sciences	42	69
Office Systems	18	72
Electronic Engineering Technology	26	68
Total Population	30	72

The Institution certified that 455 students graduated at the end of the second semester of 2009-10 (See Supplementary Documentation 34). Upon comparing this amount with the degree certifications for the two prior years (See Table 9), a decrease is observed in 2009-10. This behavior is credited to the fact that the academic rigor was maintained during this period for certification regarding fulfillment of the requirements for the academic degrees.

Table 9. Number of Degrees Granted

Department	2007-08	2008-09	2009-10
Business Administration	142	179	156
Biology	48	46	50
Computer Sciences	40	40	29
Education	79	68	56
Physical Education	54	49	49
Engineering	37	36	37
Electronics	91	53	44
Office Systems	30	36	34
Others	3	5	0
Total	524	512	455

It is important to point out that all practicum's established in the UPRB's academic programs were carried out and met with the required hours. The only ones that were affected were those where the practice center was within the university grounds. However, these were completed once access to the Institution began according to the modifications of the semester's academic calendar.

The number of internships and student exchange programs at the UPRB are limited. For the semester affected by the student conflict, only two students were participating in internships and both completed as established. On the other hand, research and institutional projects continued. Examples of these were the following:

- Two NASA Research projects with the Physics Department
- Atmospheric Research – Physics Department
- “Bosquecito” Research Project– Biology Department
- CIME Training Project (See Supplementary Documentation 20)
- CIFE Proposal (See Supplementary Documentation 14)
- SIFE Project (See Supplementary Documentation 18)

UPRB Plan of Action

After a critical analysis of the circumstances related to the student conflict and its impact on the academic offerings, the following actions were organized in one main strategy: guarantee sustained length, rigor, and depth of the academic offerings. (See Appendix 2)

- Implement institutional policies in alignment with licensing and accreditation requirements to ensure that the content, rigor, breath and length of undergraduate courses comply with their specific learning goals and objectives.
- Define strategies and actions taken and in progress to ensure content, rigor, breath and length of undergraduate courses, internships, research projects, and other academic activities.
- Achieve institutional student learning outcomes as defined for academic programs and courses.
- Implement measures to assure access to the learning and research resources, and availability of other essential student services.
- Implement strategies and measures to guarantee continuity of processes such as: admission, registration, and financial assistant programs, and other essential student services.

Institutional Resources

Commission's Action

The MSCHE requested the Institution to present evidence of the development and/or implementation of a long-term financial plan, including steps taken to improve the institutional finances and the development of alternative funding sources (Standard 3).

Institutional Resources Overview

The UPRB obtains funds from diverse sources; however, the general funds given by the state government are the ones that represent the greatest financial contribution the university receives. As a result of the global recession which, according to Puerto Rico Planning Board figures, started impacting the Island's economy since 2006, PR Government Appropriations have steadily declined and currently reflect a reduction of approximately 14% in tax revenues which aggravates central government's deficit. Consequently, the UPR budget confronts a proportional decline for the current and upcoming fiscal years. Through Certification No. 135 (2009-2010), of the Board of Trustees the approved budget of the UPR for fiscal year 2010-2011 was disclosed. During 2009-10, the budget assigned by the Central Administration to the UPRB was \$40,257,145, and for 2010-11 the budget from the state government general fund was \$36,020,652 (See Supplementary Documentation 35). The reduction of \$4.2 million in 2010-11 budget compared to 2009-10 was because of the assignment of over four million dollars in non-recurring funds (ARRA-\$4,054,954).

UPR Action Plan

The present financial circumstances will require the cooperation from all sectors of the University community. Reductions in operating expenses identified as non-essential, and identification of additional funding sources is essential. Presently, the University Administration is implementing a number of options to confront the budget decline. The UPRB Action Plan to preserve compliance with Standard 3 (See Appendix 3) has two main dimensions: (1) Secure continuity and institutional effectiveness with available resources and; (2) Maintain and nurture additional sources of funding to continue advancing institutional education, service and research priorities.

Secure Continuity and Institutional Effectiveness

Due to this decrease in state government funds, the UPRB has begun to develop internal mechanisms to improve the administration of fiscal resources (See Supplementary Documentation 36) and meet the precautionary measures established by the Board of Trustees. On the other hand, the UPR's Certification 135-2009-10 by the Board of Trustees (See Supplementary Documentation 37) regarding the 2010-11

budget determined the inclusion of a special quota in student's registration as well as the identification of financial allotments where institutional expenses can be cut (See Supplementary Documentation 38). Upon the confirmation of the assigned budget for Fiscal Year 2011, and in response to the MSCHE requirement to document the development of a long term financial plan, the UPRB revised its financial projections through Fiscal Year 2015 (see Table 10 and 11).

Table 10. UPRB Projected General Ledger Distribution by Budget Line

Program	2010-11	2011-2012	2012-2013	2013-2014	2014-2015
I. Instruction	\$19583,920	\$18965,544	\$18798,544	\$18965,544	\$18965,544
II. Research	\$321,032	\$321,032	\$321,032	\$321,032	\$321,032
III. Academic Support	\$2278,374	\$2171,435	\$2198,435	\$2223,847	\$2376,435
IV. Student Services	\$4168,231	\$3848,317	\$3993,317	\$3993,317	\$4063,694
V. Institutional Support	\$5357,019	\$4879,884	\$5252,934	\$5237,034	\$5237,034
VI. Maintenance of Facilities	\$4245,076	\$4003,658	\$4790,201	\$5411,201	\$6010,829
VII. Scholarship and Fellowship	\$67,000	\$60,000	\$67,000	\$67,000	\$67,000
Totals	\$36020,652	\$34249,870	\$35421,463	\$36218,975	\$37041,568

Table 11. UPRB Projected Budget by Budget Line

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
UPR-UNIT General Fund	\$36020,652	\$34249,870	\$35421,463	\$36218,975	\$37041,568
Salaries	\$25245,710	\$24234,278	\$24012,278	\$24164,278	\$24233,655
Fringe Benefits	8456,024.00	8035,592.00	7988,342.00	7963,342.00	7963,342.00
Materials, Services and Supplies	2201,987.00	1870,000.00	3183,843.00	3850,255.00	4561,471.00
Travel Expenses	\$93,431	\$90,000	\$190,000	\$194,100	\$194,100
Equipment	\$23,500	\$20,000	\$47,000	\$47,000	\$89,000

Action Plan for Securing Continuity and Institutional Effectiveness

With the goal of improving the fiscal condition, another institutional priority will be to increase student registration. This growth is projected for non-traditional populations (Populations that are not from traditional high schools) to be served by the Extended University of the UPRB (UNEX=Spanish acronym). The reason for this rests upon demographic factors that reduce the number of traditional students in Puerto Rico for

that of groups between the ages of 17 to 20. On the other hand, through UNEX the UPRB has the physical facilities with evening sessions to serve more students. In addition, these courses are self-sustaining. This means that the registration fees cover the operational expenses and may even produce excess funds, which increases the institutional resources and does not negatively impact the budget that comes from the general state fund. Table 12 presents the expected number of students to be served in the next five years.

Table 12. Total Registration Expected (Fall)

Year	Daytime Registration	Evening Registration	Total Registration
2009-10 (base)	4,772	412	5,184
2010-11	4,775	440	5,215
2011-12	4,784	465	5,249
2012-13	4,791	490	5,281
2013-14	4,800	515	5,315

This is based on the stabilization of the daytime registration and the increase in the evening registration served by the UNEX. Registration is expected to reach a total of 5,315 comprised of 4,800 daytime students and an evening population of 515 students.

The UPRB has also developed a plan to reduce the use of energy and is working with an approved proposal that will allow the integration of prototype solar photocells in the Institution. The project will be finished in January 2011, and implies a \$4,800 annual reduction in energy costs.

Maintain and Nurture Additional Funding Sources

The main goal of the second part of UPRB action plan for continued compliance with Standard 3 is to continue existing initiatives and develop new ones to increase and diversify sources of funding to support the accomplishment of the institutional mission and goals

The Chancellor has intensified efforts to increase and diversify sources of additional funding. Federal and state grants and other sources, such as alumni, parents, students, and private donors, provide the institution with resources to supplement revenues coming from state and tuition sources. The table below illustrates trends in this area.

Table 13. UPRB External Funding

2008-09	2009-10	2010-11
\$1,070,186	\$1,591,397	\$21,862,495

It is of great importance for the UPRB administration to continuously search for external funds through projects and research. Because of this the Institution has obtained \$23,453,892 during the period comprised from August 2009 until June 2010. This amount will cause a positive impact, lasting until 2012, on the UPRB’s budget through economies made (See Supplementary Documentation 39). These external funds compliment the strategies and resources mentioned to allow for an adequate budget for the next three years.

Action Plan for Maintaining and Nurturing Additional Funding Sources

Table 14 illustrates the increased funding that were obtained and are projected to obtain during the current academic year generated by the Extended University and the Continuing Education Division and Professional Studies (EUCEDPS) of the UPRB.

Table 14. EUCEDPS Funds

2008-09	2009-10	2010-11*
\$1,335,157	\$2,607,348	\$3,200,000

*Projected

The UPRB is also working towards the development of an intramural practice for the professors. Through this, the faculty members could work on projects, research, and carry out consultant work, among other activities within the Institution. In this way the professors could utilize the institutional resources and contribute to the Institution (See Supplementary Documentation 40). It is foreseen that 5% of the funds generated through this action will help support the Institution.

Conclusions

Due to the institutional conflict, the MSCHE assigned a probationary status to 10 of the UPR units involved in the student conflict. This included the UPRB campus. This probationary status is based upon the lack of evidence with two of the accreditation standards: Leadership and Governance and Educational Offerings. The MSCHE also required supplementary information in regard to the Institutional Resources standard.

The Board of Trustees and the President of the University assumed the primary responsibility for negotiating with the student representatives. Nevertheless, the chancellor of the UPRB carried out actions and activities toward fostering dialog and a solution to the conflict, thereby giving the planned institutional processes continuity.

The dialog on the part of the chancellor and his staff and the commitment of the faculty and administrative personnel has allowed the requirements for the second semester of 2009-2010 to be met, as well as the development of future actions directed toward the development of an atmosphere of comradeship and the creation of mechanisms to improve the institutional financial resources.

Once the institution certified that it was in condition to begin operations, the UPRB proceeded to fulfill the semester's requirements. These requirements included extending the second semester 2009-10, certifying that the scheduled teaching hours were made up, continuing with the academic rigor of the classes during the extended period of the 2009-2010 second semester, and meeting with the number of hours required in the practicum's. On the other hand, it should be noted that on many occasions the UPRB faculty utilized direct communication with students through the use of diverse technological methods.

The academic rigor was maintained as analyzed in the different means used to measure students' competencies and skills (grades, total withdrawals and assessments of student learning). Small increases were experimented in the total withdrawals and in the percentage of students who failed, obtained incompletes or withdrew from the courses.

During this academic year the UPRB will have less state government funding. Therefore, it has begun the task of creating internal mechanisms to improve the administration of financial resources and meet the precautionary measures established. These mechanisms include an intramural practicum plan, external funds from projects and research in the amount of \$23,453,892 and a planned growth of student registration in non-traditional populations with self-sustaining courses. These measures expect to address the Institution's economical situation during the following three years.

Supporting Documents List

Supporting Documents 1 Carta del 25 de junio de 2010 del Dr. Michael F. Middaugh, dirigida al Dr. Arturo Avilés González

Supporting Documents 1.1 Statement of Accreditation Status – UPR Bayamón

Supporting Documents 2 Carta del 1 de julio de 2010 de la Sra. Mary Beth Kait, dirigida a la Sra. Carol Griffiths

Supporting Documents 3 Carta del 6 de julio de 2010 del Sr. William J. Taggart, dirigida al Dr. José R. de la Torre

Supporting Documents 3.1 Carta del 6 de julio de 2010 de la Sra. Betty Coughlin, dirigida al Dr. José R. de la Torre

Supporting Documents 4 Carta del 27 de julio de 2010 de la Sra. M. Genera Leon, dirigida al Dr. Arturo Avilés González

Supporting Documents 4.1 Program Participation Agreement – UPR Bayamón

Supporting Documents 5 Certificación 055-1997-1998 de la Junta de Síndicos – *Plan para convertir los colegios bajo la Administración de Colegios Regionales en unidades institucionales autónomas del sistema de la Universidad de Puerto Rico*

Supporting Documents 5.1 Certificación 151-1997-1998 de la Junta de Síndicos – Cambio de nombre de varias unidades

Supporting Documents 6 Ley de la Universidad de Puerto Rico – Ley Núm. 1 del 20 de enero de 1966, según enmendada

Supporting Documents 7 Manual de la Facultad de la UPR en Bayamón

Supporting Documents 8 Manual del Estudiante de la UPR en Bayamón

Supporting Documents 9 Hoja de Asistencia de la reunión extraordinaria del Senado Académico de la UPR en Bayamón del 30 de abril de 2010

Supporting Documents 10 Hoja de Asistencia de la reunión extraordinaria del Senado Académico de la UPR en Bayamón del 3 de junio de 2010

Supporting Documents 11 Acuerdos entre el Comité de Diálogo del Senado Académico, el Rector Interino y el sector estudiantil

Supporting Documents 12 Convocatoria para una Asamblea Docente el 13 de mayo de 2010 a través de la página Web de la UPR en Bayamón

Supporting Documents 12.1 Publicación en la página Web de la constitución del Comité de Diálogo del Senado Académico

Supporting Documents 12.2 Notas de la Asamblea Docente del 13 de mayo de 2010

Supporting Documents 12.3 Hojas de Asistencia a la Asamblea Docente del 13 de mayo de 2010 por departamentos académicos

Supporting Documents 13 Comunicado de Prensa del 23 de abril de 2010 sobre el Referéndum Estudiantil el lunes, 26 de abril de 2010

Supporting Documents 13.1 Comunicado de Prensa del 26 de abril de 2010 declarando ilegal la decisión de paro de 72 horas decretada por una asamblea estudiantil improvisada en los predios del Centro de Estudiantes

Supporting Documents 13.2 Comunicado de Prensa del 30 de abril de 2010 notificando la decisión del Senado Académico de nombrar un Comité de Diálogo compuesto por cinco Senadores(as) Académicos(as)

Supporting Documents 13.3 Comunicado de Prensa del 4 de mayo de 2010 notificando los acuerdos firmados con el Comité de Diálogo del Senado Académico, el Rector Interino y el sector estudiantil

Supporting Documents 13.4 Comunicado de Prensa del 22 de junio de 2010 notificando el calendario escalonado de reinicio de labores en la UPR en Bayamón

Supporting Documents 14 Carta del 6 de julio de 2010 del Prof. Mario Vega Giboreaux, dirigida a la Dra. Magaly Rivera Rivera

Supporting Documents 14.1 Carta del 27 de mayo de 2010 del Prof. Mario Vega Giboreaux, dirigida a la Dra. Magaly Rivera Rivera

Supporting Documents 14.2 Calendario Proyecto CIME

Supporting Documents 15 Hoja de Trámite del Decanato de Asuntos Estudiantiles con documentos que evidencia el trabajo realizado por el Decanato durante la huelga estudiantil

	Supporting Documents 15.1	Acta de la reunión extraordinaria del 17 de mayo de 2010 de los Directores de Oficina – Decanato de Estudiantes
2010	Supporting Documents 15.2	Hoja de Asistencia a reunión el 20 de mayo de 2010
2010	Supporting Documents 15.3	Hoja de Asistencia a reunión el 26 de mayo de 2010
	Supporting Documents 15.4	Convocatoria a la reunión del 17 de mayo de 2010
	Supporting Documents 15.5	Convocatoria a la reunión del 20 de mayo de 2010
	Supporting Documents 15.6	Convocatoria a la reunión del 26 de mayo de 2010
	Supporting Documents 15.7	Carta del 26 de mayo de 2010 del Prof. Nelson Vázquez Espejo, dirigido al Dr. Arturo Avilés González
	Supporting Documents 15.8	Autorización para publicar documentos en la página Web y copia de los documentos
Trabajo Municipal	Supporting Documents 15.9	Solicitud para utilizar oficinas del Departamento del Trabajo Municipal
Rivera	Supporting Documents 15.10	Carta de agradecimiento al Sr. José Francisco Rivera
	Supporting Documents 16	Narrativa sobre el servicio brindado por la Directora de Admisiones de la UPR en Bayamón durante el periodo de la huelga estudiantil
nuevo ingreso 2010-2011	Supporting Documents 16.1	Listas con los nombres de los estudiantes de nuevo ingreso 2010-2011
	Supporting Documents 17	Demanda de la UPR en Bayamón vs Valerie Rodríguez Rodríguez y otros estudiantes de la UPR en Bayamón (radicada el 8 de junio de 2010, Civil Núm. DPEZ010-0669
	Supporting Documents 17.1	Juramento UPR en Bayamón vs Valerie Rodríguez Rodríguez y otros estudiantes de la UPR en Bayamón
	Supporting Documents 17.2	Demanda de Entredicho Provisional, Injunction Preliminar
	Supporting Documents 17.3	Notificación de la Orden sobre el Entredicho Provisional, Injunction Preliminar

Supporting Documents 17.4 Notificación de Sentencia el 29 de abril de 2010

Supporting Documents 18 Información sobre SIFE Puerto Rico – Competencia Nacional 2010

Supporting Documents 18.1 SIFE UPR en Bayamón – Annual Report 2010

Supporting Documents 19 Carta del 6 de julio de 2010 del Dr. José R. de la Torre, dirigida a la comunidad universitaria – Determinación de la Middle States Commission on Higher Education

Supporting Documents 19.1 Carta del 30 de julio de 2010 dirigida la comunidad universitaria

Supporting Documents 20 Programa de la Academia de Maestros para la Actualización y Fortalecimiento de la Enseñanza de Matemáticas

Supporting Documents 20.1 Agendas de la Academia de Maestros de 22 y 29 de mayo, 5, 12 y 19 de junio de 2010

Supporting Documents 21 Convocatoria de la Asociación de Profesores de la UPRB sobre Cátedra en los portones

Supporting Documents 22 Certificación 90-2004-2005 de la Junta de Síndicos *Política institucional sobre apertura y acceso a los predios universitarios*

Supporting Documents 23 Circular Núm. 42, Año 2004-2005 del Recinto Universitario de Río Piedras de la UPR *Política institucional de no confrontación*

Supporting Documents 24 Catálogo General 2008-2011 de la UPR en Bayamón

Supporting Documents 25 Certificación 37-2009-2010 de la Junta Administrativa enmendando el Calendario Académico 2009-2010, segundo semestre

Supporting Documents 26 Carta del 14 de julio de 2010 de la Registradora dirigida a la comunidad estudiantil – Horario de Exámenes Finales segundo semestre 2009-2010

Supporting Documents 26.1 Correo electrónico enviado a los Directores de departamento sobre cambios del horario de exámenes finales segundo semestre 2009-2010

- Supporting Documents 27** Carta del 28 de julio de 2010 de la Directora del Centro de Recursos para el Aprendizaje dirigida a la comunidad universitaria sobre el horario durante exámenes finales segundo semestre e2009-10 CRA
- Supporting Documents 28** Certificación 49-2009-2010 de la Junta Administrativa aprobando el calendario académico de la sesión especial para el mes de agosto de 2010
- Supporting Documents 29** Correo electrónico enviado a los estudiantes de la UPR en Bayamón promocionando la sesión especial
- Supporting Documents 30** Certificación 48-2009-2010 de la Junta Administrativa aprobando las enmiendas al Calendario Académico 2010-2011, primer semestre
- Supporting Documents 31** Carta del 6 de julio de 2010 del Prof. Nelson Vázquez Espejo, dirigida a la comunidad estudiantil sobre las elecciones para el Consejo General de Estudiantes
- Supporting Documents 32** Carta del 13 de julio de 2010 de la Prof. Miguelina González Cruz, dirigida a los estudiantes de nuevo ingreso 2010-2011 y promoción
- Supporting Documents 33** Carta del 9 de julio de 2010 de la Dra. Edna Miranda Rodríguez, dirigida a los Directores y Coordinadores de Departamento sobre la acreditación de la reposición del tiempo lectivo de docentes debido a la protesta estudiantil
- Supporting Documents 34** Candidatos a graduación mayo 2010
- Supporting Documents 35** Distribución por objeto de gasto del presupuesto recomendado años fiscales 2009-2010 y 2010-2011
- Supporting Documents 36** Correo electrónico sobre transferencia de fondos correspondiente a la UPR en Bayamón Universidad Extendida
- Supporting Documents 36.1** Correo electrónico sobre análisis de cuentas
- Supporting Documents 37** Carta del 30 de julio de 2010 R-0910-16 del Dr. José R de la Torre sobre Acciones y transacciones del personal, control de gastos y contrataciones
- Supporting Documents 37.1** Carta del 2 de julio de 2010 R-0910-15 del Dr. José R de la Torre sobre Extensión de vigencia de las disposiciones y medidas cautelares
- Supporting Documents 37.2** Carta del 2 de julio de 2010 R-0910-14 del Dr. José R de la Torre sobre Congelación de plazas y transacciones de personal

- Supporting Documents 37.3** Carta del 8 de junio de 2009 R-0809-23 del Lcdo. Antonio García Padilla sobre Medidas cautelares
- Supporting Documents 37.4** Carta del 23 de febrero de 2009 R-0809-16 del Lcdo. Antonio García Padilla sobre Medidas cautelares
- Supporting Documents 37.5** Certificación 134-2009-2010 de la Junta de Síndicos sobre la congelación del sueldo del personal docente y no docente de la UPR con nombramiento permanente
- Supporting Documents 37.6** Certificación 135-2009-2010 de la Junta de Síndicos aprobando el presupuesto de la UPR para el año fiscal 2010-2011
- Supporting Documents 37.7** Certificación 136-2009-2010 de la Junta de Síndicos aprobando el presupuesto para gastos de funcionamiento y el financiamiento de la cartera de inversiones del Sistema de Retiro de la UPR para el año fiscal 2010-2011
- Supporting Documents 37.8** Certificación 137-2009-2010 de la Junta de Síndicos para establecer un registro de elegibles para ascensos en rango para el año fiscal 2010-2011
- Supporting Documents 37.9** Certificación 138-2009-2010 de la Junta de Síndicos aprobando una reducción de 5% en la bonificación anual para los rectores y rectoras de las unidades del sistema UPR
- Supporting Documents 37.10** Certificación 139-2009-2010 de la Junta de Síndicos para dejar sin efecto las obvenciones para cubrir el costo de los recursos educativos y equipo de apoyo a la docencia.
- Supporting Documents 37.11** Certificación 140-2009-2010 de la Junta de Síndicos para dejar sin efecto el Fondo Especial para miembros de la HEEND
- Supporting Documents 37.12** Certificación 141-2009-2010 de la Junta de Síndicos para dejar sin efecto la obvención para el mantenimiento de uniformes al personal de mantenimiento, construcción y servicio agrícola
- Supporting Documents 37.13** Certificación 142-2009-2010 de la Junta de Síndicos autorizando una reducción de 5% en todas las bonificaciones que se pagan al personal docente en funciones administrativas

- Supporting Documents 37.14** Certificación 143-2009-2010 de la Junta de Síndicos aprobando una reducción de 5% en la escala uniforme de compensaciones adicionales al personal docente
- Supporting Documents 37.15** Certificación 144-2009-2010 de la Junta de Síndicos para dejar sin efecto las obvenciones al Presidente, Rectores y Rectoras del sistema de la UPR
- Supporting Documents 37.16** Certificación 146-2009-2010 de la Junta de Síndicos sobre la cuota de estabilización de la UPR
- Supporting Documents 37.17** Certificación 148-2009-2010 de la Junta de Síndicos para dejar sin efecto la obvención para el mantenimiento de uniformes para los trabajadores del Recinto Universitario de Mayagüez de la UPR
- Supporting Documents 37.18** Carta del 14 de enero de 2009 R-0809-14 del Lcdo. Antonio García Padilla sobre Disposiciones y medidas cautelares sobre las finanzas institucionales
- Supporting Documents 37.19** Carta del 14 de enero de 2009 R-0809-13 (enmendado el 16 de enero de 2009) del Lcdo. Antonio García Padilla sobre Disposiciones y medidas cautelares sobre las acciones y transacciones de personal durante el año fiscal 2008-2009 y el año fiscal 2009-2010
- Supporting Documents 37.20** Carta del 14 de enero de 2009 R-0809-13 del Lcdo. Antonio García Padilla sobre Disposiciones y medidas cautelares sobre las acciones y transacciones de personal durante el año fiscal 2008-2009 y el año fiscal 2009-2010
- Supporting Documents 38** Carta del 14 de julio de 2010 de la Sra. Brunilda Pereira Valentín dirigida al Sr. Wilfredo Ortiz
- Supporting Documents 38.1** Certificación 135-2009-2010 de la Junta de Síndicos aprobando el presupuesto de la UPR para el año fiscal 2010-2011
- Supporting Documents 38.2** Certificación 146-2009-2010 de la Junta de Síndicos sobre la cuota de estabilización de la UPR
- Supporting Documents 38.3** Certificación 148-2009-2010 de la Junta de Síndicos para dejar sin efecto la obvención para el mantenimiento de

uniformes para los trabajadores del Recinto Universitario de Mayagüez de la UPR

Supporting Documents 38.4 Certificación 144-2009-2010 de la Junta de Síndicos para dejar sin efecto las obvenciones al Presidente, Rectores y Rectoras del sistema de la UPR

Supporting Documents 38.5 Certificación 143-2009-2010 de la Junta de Síndicos aprobando una reducción de 5% en la escala uniforme de compensaciones adicionales al personal docente

Supporting Documents 38.6 Certificación 142-2009-2010 de la Junta de Síndicos autorizando una reducción de 5% en todas las bonificaciones que se pagan al personal docente en funciones administrativas

Supporting Documents 38.7 Certificación 141-2009-2010 de la Junta de Síndicos para dejar sin efecto la obvención para el mantenimiento de uniformes al personal de mantenimiento, construcción y servicio agrícola

Supporting Documents 38.8 Certificación 140-2009-2010 de la Junta de Síndicos para dejar sin efecto el Fondo Especial para miembros de la HEEND

Supporting Documents 38.9 Certificación 139-2009-2010 de la Junta de Síndicos para dejar sin efecto las obvenciones para cubrir el costo de los recursos educativos y equipo de apoyo a la docencia.

Supporting Documents 38.10 Certificación 138-2009-2010 de la Junta de Síndicos aprobando una reducción de 5% en la bonificación anual para los rectores y rectoras de las unidades del sistema UPR

Supporting Documents 38.11 Certificación 137-2009-2010 de la Junta de Síndicos para establecer un registro de elegibles para ascensos en rango para el año fiscal 2010-2011

Supporting Documents 38.12 Certificación 134-2009-2010 de la Junta de Síndicos sobre la congelación del sueldo del personal docente y no docente de la UPR con nombramiento permanente

Supporting Documents 38.13 Presupuesto consolidado y panorama presupuestario años fiscales 2009 2010 y 2010-2011

Supporting Documents 39 Propuestas de la UNEX y la DECEP

Supporting Documents 40 Carta del 5 de marzo de 2010 de la Sra. Ada I. Venezuela, dirigida a los Directores de departamentos académico sobre práctica intramural

Supporting Documents 40.1 Certificación 123-1996-1997 de la Junta de Síndicos – *Reglamento para la creación y administración de planes de práctica universitaria intramural en la UPR*

Supporting Documents 40.2 Presentación sobre práctica intramural

STANDARD 4 – LEADERSHIP AND GOVERNANCE

As a result of a critical self-assessment of the events and circumstances that surrounded the student conflict in context with the concerns and expectations contained in the Commission's Action, the related action by the US Department of Education, the internal and external environmental factors, and the relevant elements of Standard 4, the following action plan is organized in three areas: **Foster an Enhanced Institutional Climate and Identity, Cultivate an Open University Culture, and Revisit and Empower Leadership and Governance at all levels**

A. Foster an Enhanced Institutional Climate and Identity

GOAL: Optimize the flow and exchange of timely and accurate information and broaden opportunities for productive communication and input to all sectors of the University Community to stimulate a climate of trust, collaboration, commitment and identification with the institution's mission, goals, and challenges.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
Orient on and Instill respect towards Certification 131 (2009-10) of the Board of Trustees.	- Prepare presentations and web publications to university community	Chancellor	August to December 2010	-Community knowledge on certification 131 and application of agreements
Participate in the System-wide Communications Committee	-Select UPRB representative(s) in System-wide Communication Committee	Chancellor		-Direct and clear information on university issues
Continue organizing periodic meetings among the chancellor and staff with elected student leaders and representatives.	-Develop a meeting calendar -Carry out meetings with all university sectors	Chancellor and Dean of Student Affairs		-Institutional climate of dialog
Work with and disseminate the Student Rules and Regulations	-Develop an orientation calendar -Distribute and orient on student manual and regulations -UPRB web page publications	Dean of Student Affairs		-Evidence of distribution, students knowledge of rules and regulations, and application of the regulation

B. CULTIVATE AN OPEN UNIVERSITY CULTURE

GOAL: Support an Open University Culture that values diversity of ideas, guarantees and encourages freedom of speech and the right to dissent, while safeguarding the rights and responsibilities of all members of the University community with the continuity of the institutional education, research and service mission.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
<p>Establish norms and procedures for the effective implementation of the dispositions in Certification 90 (2004-05) of the Board of Trustees concerning institutional opening and access.</p> <p>Orient the community on Certification 90.</p> <p>Establish a direct and secret voting system in all of the university's bodies and organizations, as created by the House of Representatives of Puerto Rico project for Law 2726.</p>	<ul style="list-style-type: none"> -Evaluate Certification 90 -Develop norms and procedures 	<p>Board of Trustees and Chancellor</p>	<p>August to December 2010</p>	<p>-Documentation with norms and procedures of Certification 90 (2004-05)</p>
	<ul style="list-style-type: none"> -Give presentations to the university community -Provide information on the UPRB Web portal 	<p>Chancellor, Deans and Directors</p>	<p>August to December 2010</p>	<p>-Institutional knowledge of Certification 90 and an open university that respects all members of the of the university community</p>
	<ul style="list-style-type: none"> -Make the law available to the university community -Create the norms and procedures needed to enforce the law -Develop the technological platform needed to vote -Orient the university community in the procedure to vote 	<p>Dean for Student Affairs and Information Systems Office</p>	<p>August to December 2010</p>	<p>-Privacy and equal opportunity to participate in all of the university's bodies that require a vote</p>

C. REVISIT AND EMPOWER LEADERSHIP AND GOVERNANCE AT ALL LEVELS

GOAL: Revisit the roles and responsibilities of all constituents of the institution’s leadership and governance to foster an environment that stimulates and enforces compliance with the best practices in University rules and regulations, leadership, governance and institutional integrity accreditation standards, to ensure an empowered and committed leadership effectively supporting the accomplishment of the institution’s mission in a manner appropriate to their charge.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
Orient on the reach and limits of university autonomy as defined by the Board of Trustees.	-Presentations to the Academic Senate, Administrative Board, Faculty and General Student Council	Chancellor	August to December 2010	-Institutional knowledge on university autonomy
Orient administrative personnel on conflicts management.	-Workshops to administrative personnel on conflicts management	Deans	August to December 2010	-Administrative personnel knowledge on conflicts management
Complete the appropriate sanctions and continue with the legal actions directed toward establishing the rule of law and applicable mechanisms.	-Continued with the legal resources of June 8, 2010 -Apply the sanctions resolved by the court and institutional bodies	Chancellor, Legal Office and Dean for Students Affairs	August to December 2010	-Institutional and legal sanctions apply
Clarify the roles, responsibilities and scope of the UPRB advisory bodies such as the Academic Senate and Administrative Board.	-Open discussions with advisory bodies	Chancellor, Deans	August to December 2010	-Advisory bodies knowledge and actions rules of their roles, responsibilities and scope

Standard 11: Educational Offerings

After a critical analysis of the circumstances related to the student conflict and its impact on the academic offerings, framed by the relevant elements of Standard 11, the concerns and expectations included in the Commission's action and expressed during the guidance visit, the following plan of action was organized in one main strategy: **Guarantee sustained length, rigor, and depth of the academic offerings.**

A. GUARANTEE SUSTAINED LENGTH, RIGOR AND DEPTH OF THE ACADEMIC OFFERINGS

GOAL: Guarantee the continuity and the appropriate content, rigor, coherence and length of the Institution's academic and research endeavors at all times, to support an effective and seamless student learning process and advancement toward students' degrees in harmony with the Open University Culture.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
1. Implement institutional policies in alignment with licensing and accreditation requirements to ensure content, rigor, breath and length of undergraduate courses comply with their specific learning goals and objectives.	Chancellor's statement to the academic community to reaffirm and require compliance of institutional policies.	Chancellor	June- August 2010	Policy informed and implemented.
	Amended academic calendar to ensure required instruction contact hours in compliance with courses learning goals and objectives, rigor and depth.	Administrative Board	June- August 2010	Amended academic calendar
	Amended contracts of faculty and teaching assistants or implementation of any other acceptable mechanism to assure completion of required instruction contact hours and other related institutional obligations.	Chancellor and Human Resources Office	June- August 2010	Amended contracts
2. Define strategies and actions taken and in progress to ensure content, rigor, breath and length of undergraduate courses, internships, research projects, and other academic activities.	Departmental and faculty meetings. Implementation and evaluation of strategies and actions taken and in progress.	Deans and departmental directors	June- August 2010	Departmental Reports of strategies and actions taken and in progress to ensure content, rigor, breath and depth of academic activities.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
	Chancellor's communication to the deans and directors of academic departments requiring departmental reports of strategies and actions taken and in progress.	Chancellor	June- August 2010	Campus Report of strategies and actions taken and in progress to ensure content, rigor, breath and depth of academic activities.
	Development of protocols for the implementation and evaluation of best practices.	Academic Dean	June- August 2010	Protocols implemented
3. Achieve institutional student learning outcomes as defined for academic programs and courses.	Comparative analysis of student learning assessment data (i.e. grade distribution, total and partial withdrawals, incompletes, and academic degrees granted) aggregated by courses and programs during second semester 2010 with those of the second semester of the previous year.	Office of Planning and Institutional Research; Academic Dean, and Departmental Directors	June- August 2010	Comparative Analysis Report and actions taken based on assessment data.
4. Implement measures to assure access to the learning and research resources, and availability of other essential student services.	Departmental analysis and on-line survey to define student needs. Extend service hours, as appropriate.	Deans Directors	June- August 2010	Survey Report Measures implemented
5. Implement strategies and measures to guarantee continuity of processes such as: admission, registration, and financial assistant programs, and other essential student services.	Coordination of beginning and completion dates of the academic session between the units of the system and admission processes to allow transfer of students from one unit to another and fulfillment of course and program requirements. Agreements of collaboration for the use of external facilities for academic and administrative activities under extraordinary situations.	Vice Presidency for Academic Affairs; Chancellor; Deans Registrars; Planning Office Director; Admission Director; Financial Assistant Programs Directors; Health Director; Chancellor; Academic and Administration Deans	June- August 2010 June- August 2010	Articulated Academic calendar Collaboration Agreements

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
	<p>Alternatives for students who have been admitted to graduate schools, abroad or in Puerto Rico, and must comply with admission requirements, including the degree completion in very exceptional cases.</p> <p>Protocols developed to implement and evaluate best practices.</p>	<p>Chancellor, Academic Dean, Student Dean Registrar</p>	<p>June- August 2010</p>	<p>Alternatives and protocols developed</p> <p>Report of students admitted to graduate schools.</p>

Standard 3: Institutional Resources

In the context of the concerns and expectations contained in the Commission’s Action, the internal and external environmental factors related to the institutional finances, and the relevant elements in Standard 3, the following action plan is organized in two strategies: **Secure continuity and institutional effectiveness with available resources and maintain and nurture additional sources of funding to continue advancing institutional education, research and research priorities.**

A. SECURE CONTINUITY AND INSTITUTIONAL EFFECTIVENESS WITH AVAILABLE RESOURCES

GOAL: Secure continuity and effective accomplishment of the institutional mission and goals with the available resources by developing and implementing the appropriate financial measures.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
Apply internal mechanisms to improve the administration of fiscal resources	-Review of institutional process between Finance and Budget Offices	Finance and Budget Directors	August-September 2011	-Resources available for Institution’s priorities
Comply with precautionary measures established by the Board of Trustees	-Special reviews for travel expenses, contracts, new personnel, tenures, association affiliations and special bonuses	Finance and Budget Directors	August-September 2011	-Decrease institutional expenses
Apply Certification 135-2009-10 by the Board of Trustees regarding the 2010-11 budget	-Determine the inclusion of a special quota in student’s registration -Identification of financial allotments where institutional expenses can be cut	Finance and Budget Directors	August-September 2011	-A balanced budget for 2010-11

B. MAINTAIN AND NURTURE ADDITIONAL SOURCES OF FUNDING TO CONTINUE ADVANCING INSTITUTIONAL EDUCATION, RESEARCH AND RESEARCH PRIORITIES

GOAL: Continue and develop initiatives to increase and diversify sources of funding to support the accomplishment of the institutional mission and goals.

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	TIMEFRAME	CURRENT AND EXPECTED OUTCOMES
Development of an intramural practice for the professors	-Develop an Office of Intramural Practice -Orient academic departments on intramural practice -Disseminate intramural practice plan	Chancellor Intramural Practice Director	January-December 2010 September 2011	-Participation of professors
Increase external funds	-Search for external funds	Deans, Directors and Professor		-Projects and proposals approved
Increase student registration	-Offer more evening courses and sessions -Promote academic offerings -Evaluate admissions criteria	DECEP Assistant Dean for Continuing Education	August 2012	-Increase of student enrollment in UNEX
Develop a plan to reduce the use of energy	- Disseminate plan for reduce the use of energy -Pilot project on solar photocells	Chancellor and Deans	January 2011	- Savings on energy cost