



UNIVERSITY OF PUERTO RICO AT BAYAMÓN



Monitoring Report to the  
*Middle States Commission on Higher Education*

Subject of the Follow-Up Report  
*Institutional Probation*

Chair of Visiting Team  
Dr. William Pollard

Date of Team Visit  
March 13-16, 2011

Dr. Arturo Avilés González  
Chancellor

March 1, 2011



***Collaborators***

*Professor Esteban Hernández, Mathematics Department*  
*Professor Miguel Vélez, Assistant Dean for Academic Affairs*  
*Professor Evaristo Medina, Business Administration Department*  
*Dr. Juan H. Sánchez, Electronics Department*  
*Mr. Wilfredo Ortiz, Budget Director*  
*Mr. Javier Zavala, Planning and Research Director*

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## Monitoring Report MSCHE

### Institutional Overview

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 following areas:

- Technology
  - BS Computer Science
  - BS Electronics Engineering Technology
  - BA Materials Management
  - AD Surveying, Roads and Structural Civil Construction Technology
  - AD Civil Engineering Technology in Construction
  - AD Industrial Engineering Technology
  - AD Instrumentation Technology
- Business
  - BBA Accounting
  - BBA Marketing
  - BBA Management
  - BBA Finance
  - BOS Office Systems
- Science
  - BS Human Biology
  - BS General Biology
- Education
  - BA in Special and Elementary Physical Education
  - BA in Preschool and Elementary Education

The UPRB also offers academic coordinated transfer programs in several of the aforementioned disciplines, as well as in liberal arts.

The University of Puerto Rico at Bayamón has the following professional accreditations: National Council for Accreditation of Teacher Education (NCATE), Accreditation Council for Business Schools and Programs ACBSP (Bachelor in Business Administration), and Association of College & Research Libraries ACRL. Other two programs are candidates for accreditation this academic year 2010-11: Bachelor in Electronic and Engineering by ABET, INC. and Bachelor in Office Systems by ACBSP.



The University of Puerto Rico at Bayamón is affiliated with the Hispanic Association of Colleges and Universities (HACU), Association for Education of Childhood Education International (ACEI), National Association for the Education of Young Children (NAEYC), among others. It is in compliance with all standards of excellence of the Comptroller’s Office of Puerto Rico.

The UPRB is a Hispanic serving institution with total headcount enrollment of 4,992 in the fall of 2010. A total of 86.4 % of the student population studied full time and 57.8 % were female. Most of our students are enrolled in bachelor’s degree programs (78.2%) while 6.2 % are in associate degrees and 13.3 % in transfer programs. The remaining 2.3 % of our students is classified in other categories. The student body is served by 304 non-faculty personnel and 287 faculty members.

In April, 2010 (four weeks away from concluding the semester) 10 of the 11 units of the UPR system held a student protest movement for such differences were based on Certification 98 of the Board of Trustees that contained the application of a special quota for the students and Tuition Exemptions. This conflict caused an interruption in both administrative as well as academic tasks for approximately 40 working days.

**Table 1. Chronology of Events**

Date	Event
June 1, 2010	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.
June 24, 2010	The MSCHE placed on probation the campuses affected based upon lack of evidence with two accreditation standards: <i>Leadership and Governance</i> and <i>Educational Offerings</i> .
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.
July 12, 2010	The UPRB submitted all the documentation and evidence necessary to reacquire its eligibility for the HEA funds.
July 27, 2010	HEA notification that UPRB fulfilled the requirements established by law for funding eligibility.
September 6, 2010	UPRB submitted a Monitoring consolidated report to the MSCHE.
September 14, 2010	Received a Team evaluation visit by MSCHE.
November 18, 2010	MSCHE determined to maintain the UPRB on probation for lack of evidence in the fulfillment of the standards of <i>Leadership and Governance and Institutional Resources</i> .
March 1, 2011	Monitoring report has to be submitted.
March 13-16, 2011	Evaluation Team Visit.

A report is to be submitted on March 1, 2011 with a verification visit. This visit will be taken care of by the 2011 Self-study evaluation team that will visit the UPRB from March 13-16, 2011 and will be presided by Dr. William Pollard.

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 3 Institutional Resources and Standard 4: Leadership and Governance. This section presents the following: Commissions actions, UPRB actions and Central Administration Action. It is important to indicate that there are five actions of the Commission that the UPR task force for the Monitoring Report recommended should be addressed only by the Central Administration. These actions are the financial budget pro-forma; and financial audited statements for the standard on Institutional Resources. In the Leadership and Governance Standard, the Central Administration would

address the actions that evidence that the Board of Trustees assists in generating resources needed to sustain and improve the institution; evidence of a procedure in place for the periodic objective assessment of the Board of Trustees in meeting stated governing body objectives and responsibilities; and evidence that steps have been taken to improve shared governance, especially in documenting how campus input is solicited and considered in decision making at the System level.

### **Standard 3. Institutional Resources**

#### **Commissions' Actions:**

- 1. Five-year financial projections for the UPR System including information from audited financial statements for fiscal year 2010.**
- 2. Institutional pro-forma budgets that demonstrate the institution's ability to generate a balanced budget for fiscal years 2012 through 2015, including the personnel, compensation, and other assumptions on which these budgets are based.**

#### **UPRB Actions**

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, the 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 Appendix 1).

#### **Financial Projections**

The UPR Finance Office developed five-year financial projections and institutional pro-forma budgets that demonstrate the institution's ability to generate a balanced budget for fiscal years 2012 through 2015, including personnel, compensation, and other assumptions on which these budgets are prepaid. Based upon this information, the UPRB Finance Office developed the budget distribution in the facilitated formats and established the assumptions that are the foundations of these projections. Among the general aspects to be considered were (1) the 4% yearly increase of tuition costs; (2) the continuing state support through the 9.6% formula; (3) a relatively stable student population; (4) no additional ARRA funds; and (5) \$40 M from the Stabilization Fee.

On the other hand, the UPRB focused its efforts on (1) securing continuity and institutional effectiveness with available resources and on (2) maintaining and nurturing additional sources of funding to continue advancing institutional education, service and research priorities.

***Secure Continuity and Institutional Effectiveness***

The UPRB develop internal mechanisms to improve the administration of fiscal resources (See Appendix 2) and comply with 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 regarding the 2010-11 budget determined the inclusion of a special fee in student’s registration as well as the identification of financial allotments where institutional expenses can be reduced (See Appendix 3).

The UPRB has also developed a plan to reduce the use of energy and has completed a pilot project that allows the integration of prototype solar photocells in the Institution. The project provides for a \$4,800 annual reduction in energy costs.

***Maintain and Nurture Additional Funding Sources***

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

Intensified efforts to increase and diversify sources of additional funding have been fruitful. 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. Increase in the Extended University (UNEX) and the Continuous Education and Professional Studies Division (DECEP). offerings during fall 2010 have been exceptionally successful. Evidence of this can be observed though the generation of over 24 million dollars in special projects during this period, that have already provided funds for the campus operations.

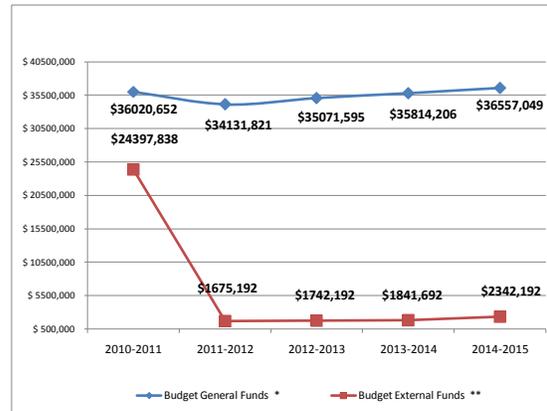
**Institutional Pro-Forma Budgets and Projections**

The Central Administration Finance Office developed eight standardized formats for all units in the system, where a detailed list of the budget for the diverse concepts is presented. These formats were completed in the Finance Offices of UPRB taking in consideration the total budget amount projected by the Central Administration. With these elements in mind, a detailed list of the budget allotment per item projected until 2015 is presented in Tables and Figures and 2 through 9. (See Appendix 4)

**Table 2: UPRB Projected General and External Funds Allocations**

Description	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Budget General Funds *</b>	\$ 36020,652	\$ 34131,821	\$ 35071,595	\$ 35814,206	\$ 36557,049
<b>Budget External Funds **</b>	\$ 24397,838	\$ 1675,192	\$ 1742,192	\$ 1841,692	\$ 2342,192

**Figure 1: UPRB Projected General and External Funds Allocations**



As observed in Table 2 and Figure 1 for years 2011 on, the funds projections are going to be increasing every year. In external funds there is already a large increase realized for 2010-11. UPRB completed a \$20 million project for training teachers from the Puerto Rico Department of Education. Although these efforts will continue; a conservative approach is presented for the following periods.

**Table 3: UPRB External Resources Received and Projected**

Sources	Funds Received	Projected funds			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>State Funds</b>	-	-	-	-	-
<b>Private Funds</b>	\$40,529	\$40,500	\$40,500	\$45,000	\$40,500
<b>Federal Funds</b>	\$23,669,246	\$301,692	\$301,692	\$301,692	\$301,692
<b>Other Funds</b>	\$688,063	\$1,333,000	\$1,400,000	\$1,500,000	\$2,000,000
<b>Total</b>	<b>\$24,397,838</b>	<b>\$1,675,192</b>	<b>\$1,742,192</b>	<b>\$1,846,692</b>	<b>\$2,342,192</b>

Table 3 provides a breakdown of external resources by source. Private funds are mostly for students activities, federal funds includes academic as well as support activities (tutoring) and other funds are from self financing activities.

**Table 4: UPRB External Resources Received**

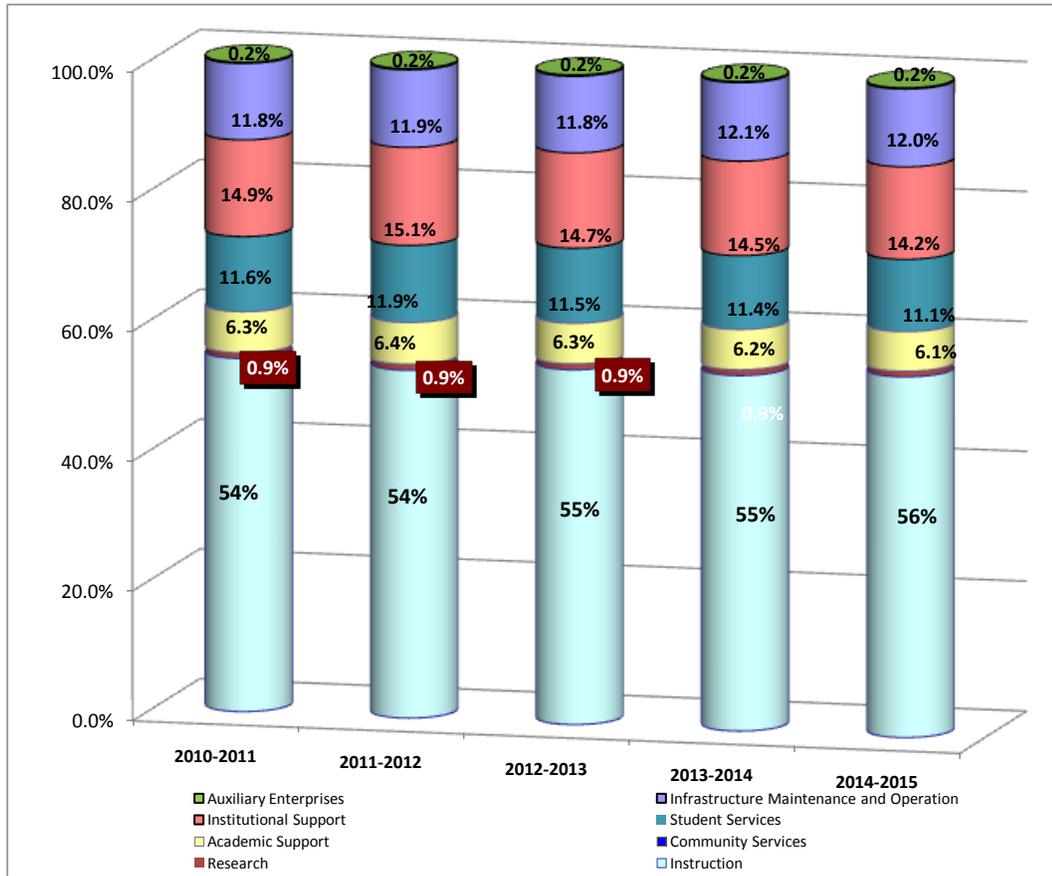
Sources	Funds Received			Projected funds
	2007-2008	2008-2009	2009-2010	2010-2011
State Funds	\$ -	\$ -	\$ -	\$ -
	0%	0%	0%	0%
Private Funds	\$ 64,607	\$ 71,953	\$ 78,431	\$ 40,529
	3%	3%	4%	0%
Federal Funds	\$ 576,491	\$ 652,362	\$ 508,366	\$ 23699,246
	26%	30%	25%	97%
Other Funds	\$ 1586,496	\$ 1450,779	\$ 1455,086	\$ 688,063
	71%	67%	71%	3%
<b>Total</b>	<b>\$ 2227,594</b>	<b>\$ 2175,094</b>	<b>\$ 2041,883</b>	<b>\$ 24427,838</b>

In Tables 4 it is observed that most of the funds received and projected come from federal funding or other sources. The sources of external state and private funds are expected to continue in a similar pattern established since 2007-2008. Nevertheless, the percentage of the greatest increase in external resources will be based upon other funding sources.

**Table 5: UPRB Summary of Operating Expenses Allocated Budget by Program**

Program	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Instruction	\$19583,920	\$18278,156	\$19157,430	\$19598,277	\$20293,297
Research	\$321,032	\$321,032	\$321,032	\$321,032	\$321,032
Academic Support	\$2278,374	\$2195,330	\$2195,330	\$2228,510	\$2228,510
Student Services	\$4168,231	\$4046,270	\$4046,270	\$4066,367	\$4066,367
Institutional Support	\$5357,019	\$5150,092	\$5150,092	\$5204,245	\$5204,245
Infrastructure Maintenance and Operation	\$4245,076	\$4073,941	\$4134,441	\$4328,775	\$4376,598
Felloships And Economic Aid	\$67,000	\$67,000	\$67,000	\$67,000	\$67,000
<b>Totals</b>	<b>\$36020,652</b>	<b>\$34131,821</b>	<b>\$35071,595</b>	<b>\$35814,206</b>	<b>\$36557,049</b>

**Figure 2: UPRB Summary of Operating Expenses Allocated Budget by Program**

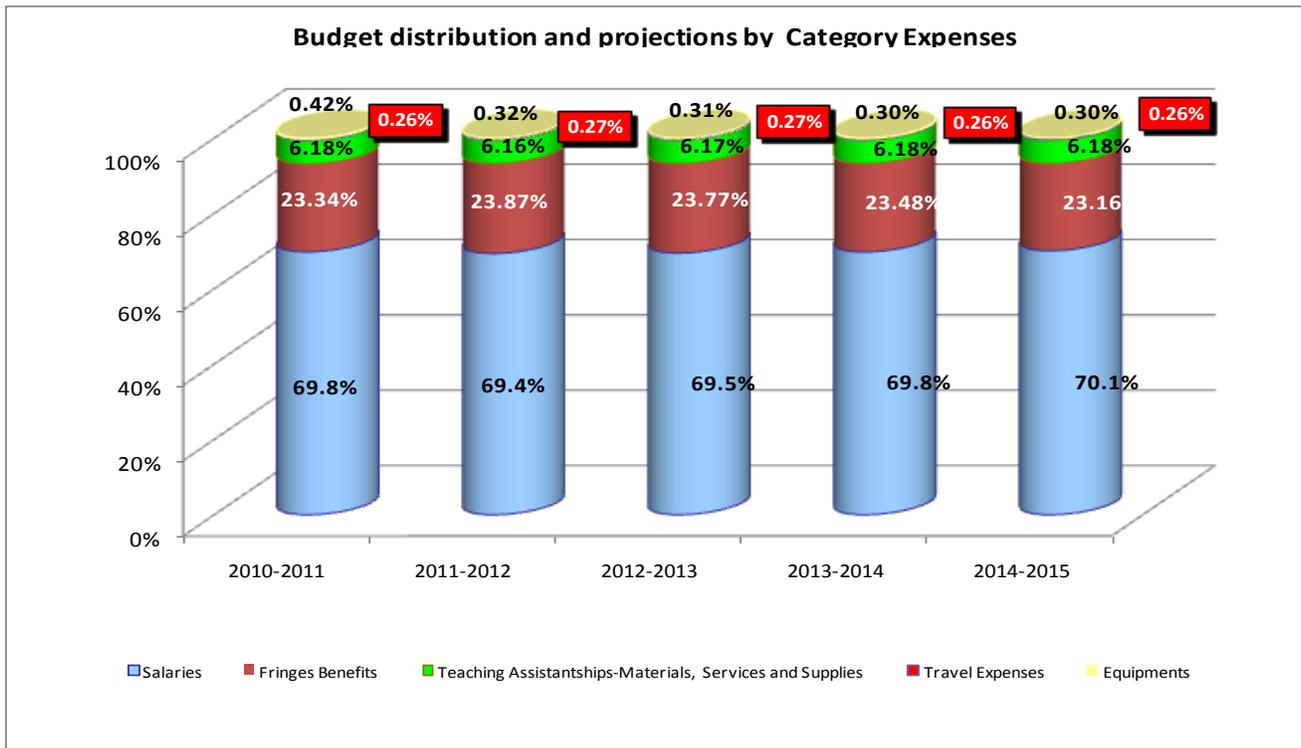


The UPRB invests most of its budget on the area of instruction. This tendency is assumed to continue on a slight increase until 2015 by 2%. The data presented indicate that the UPRB has a strong commitment with its students and its mission, which is to facilitate long lasting learning.

**Table 6: UPRB Summary of Operating Expenses Allocated Budget by Category**

Expense	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Salaries	\$25143,380	\$23677,874	\$24368,058	\$24992,626	\$25627,726
Fringes Benefits	\$8405,623	\$8148,627	\$8337,717	\$8407,953	\$8467,873
Materials, Services and Supplies	\$2225,487	\$2103,889	\$2164,389	\$2212,196	\$2260,019
Travel Expenses	\$93,431	\$93,431	\$93,431	\$93,431	\$93,431
Equipments	\$152,731	\$108,000	\$108,000	\$108,000	\$108,000
<b>Totals</b>	<b>\$36020,652</b>	<b>\$34131,821</b>	<b>\$35071,595</b>	<b>\$35814,206</b>	<b>\$36557,049</b>

**Figure 3: UPRB Summary of Operating Expenses allocated budget by Category**



As observed in Table 6 and Figure 3, the salary and marginal benefits entries present 94% of the total budget of the UPRB. This has permitted UPRB to maintain an effective and successful academic offering. It is projected to maintain the same level of expenses for all other items considered.

**Table 7: UPRB Statement of Projected Revenue and Expenses for Consolidated Budget**

Revenues					
Program	Budget 2010-2011	Budget 2011-2012	Budget 2012-2013	Budget 2013-2014	Budget 2014-2015
General fund	\$ 36020,652	\$ 34131,821	\$ 35071,595	\$ 35814,206	\$ 36557,049
State Funds					
Private Funds	\$ 40,529	\$ 40,500	\$ 40,500	\$ 40,500	\$ 40,500
Federal Funds	\$ 23669,246	\$ 301,692	\$ 301,692	\$ 301,692	\$ 301,692
Other Funds	\$ 688,063	\$ 1333,000	\$ 1400,000	\$ 1500,000	\$ 2000,000
<b>Total Revenues</b>	<b>\$ 60418,490</b>	<b>\$ 35807,013</b>	<b>\$ 36813,787</b>	<b>\$ 37656,398</b>	<b>\$ 38899,241</b>
Expenses					
Expenses	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Faculty salaries	\$ 16084,123	\$ 13741,100	\$ 14431,284	\$ 14811,652	\$ 15446,752
Non-faculty salaries	\$ 10939,993	\$ 10009,134	\$ 10009,134	\$ 10253,334	\$ 10253,334
Student services	\$ 781,316	\$ 256,905	\$ 256,905	\$ 256,905	\$ 256,905
Fringe Benefits	\$ 8695,847	\$ 8184,267	\$ 8373,357	\$ 8443,593	\$ 8503,513
Materials	\$ 1935,661	\$ 240,851	\$ 240,851	\$ 240,851	\$ 240,851
Library resources	\$ 34,730	\$ 23,500	\$ 23,500	\$ 23,500	\$ 23,500
Communications	\$ 98,927	\$ 93,700	\$ 93,700	\$ 93,700	\$ 93,700
Professional services	\$ 1119,734	\$ 176,850	\$ 176,850	\$ 176,850	\$ 176,850
Utilities	\$ 1325,681	\$ 1204,083	\$ 1264,583	\$ 1312,390	\$ 1360,213
Travel and per diem	\$ 436,729	\$ 93,431	\$ 93,431	\$ 93,431	\$ 93,431
Equipment	\$ 152,731	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000
Others	\$ 2450,971	\$ 519,310	\$ 540,080	\$ 571,080	\$ 726,080
<b>Total Expenses</b>	<b>\$ 44056,443</b>	<b>\$ 34651,131</b>	<b>\$ 35611,675</b>	<b>\$ 36385,286</b>	<b>\$ 37283,129</b>
<b>Net revenue</b>	<b>\$ 16362,047</b>	<b>\$ 1155,882</b>	<b>\$ 1202,112</b>	<b>\$ 1271,112</b>	<b>\$ 1616,112</b>

Table 7 provides the matching of projected revenues and expenses for the five year period ending 2014-15. Year 2010-11 has begun with a successful surplus. Following years will maintain a constant forecast in accordance with a conservative approach previously considered.

**Table 8: UPRB Academic Resources and Enrollment (students) Projections**

Description	Actual	Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Academic Resources	\$ 26030,525	\$ 24519,756	\$ 25399,030	\$ 25893,154	\$ 26588,174
Enrollment	4,992	4,850	5,000	5,100	5,200

**Figure 4: UPRB Academic Resources and Enrollment (Students) Projections**

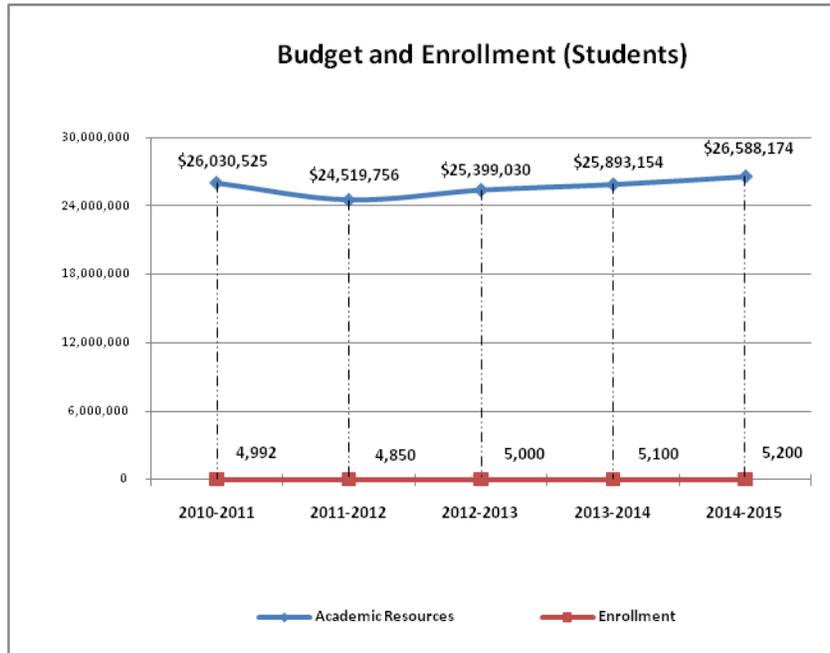


Table 8 and figure 4 present the relationship between resources and student enrollment. UPRB will maintain the academic enrollment balance through the effective and efficient administration and procurement of resources.

**Table 9. UPRB Personnel and Compensation Planning**

Description	Actual Budget	Budget Projections			
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Faculty Compensation Planning</b>	\$ 16084,123	\$ 13741,100	\$ 14431,284	\$ 14811,652	\$ 15446,752
Total Salaries	\$ 25143,380	\$ 23677,874	\$ 24368,058	\$ 24992,626	\$ 25627,726
Faculty - Compensation Planning Percentage	63.97%	58.03%	59.22%	59.26%	60.27%
<b>Non Faculty Compensation Planning</b>	\$ 10939,993	\$ 10009,134	\$ 10009,134	\$ 10253,334	\$ 10253,334
Total Salaries	\$ 25143,380	\$ 23677,874	\$ 24368,058	\$ 24992,626	\$ 25627,726
Non Faculty - Compensation Planning Percentage	43.51%	42.27%	41.07%	41.03%	40.01%

**Figure 5: UPRB Personnel and Compensation Planning**

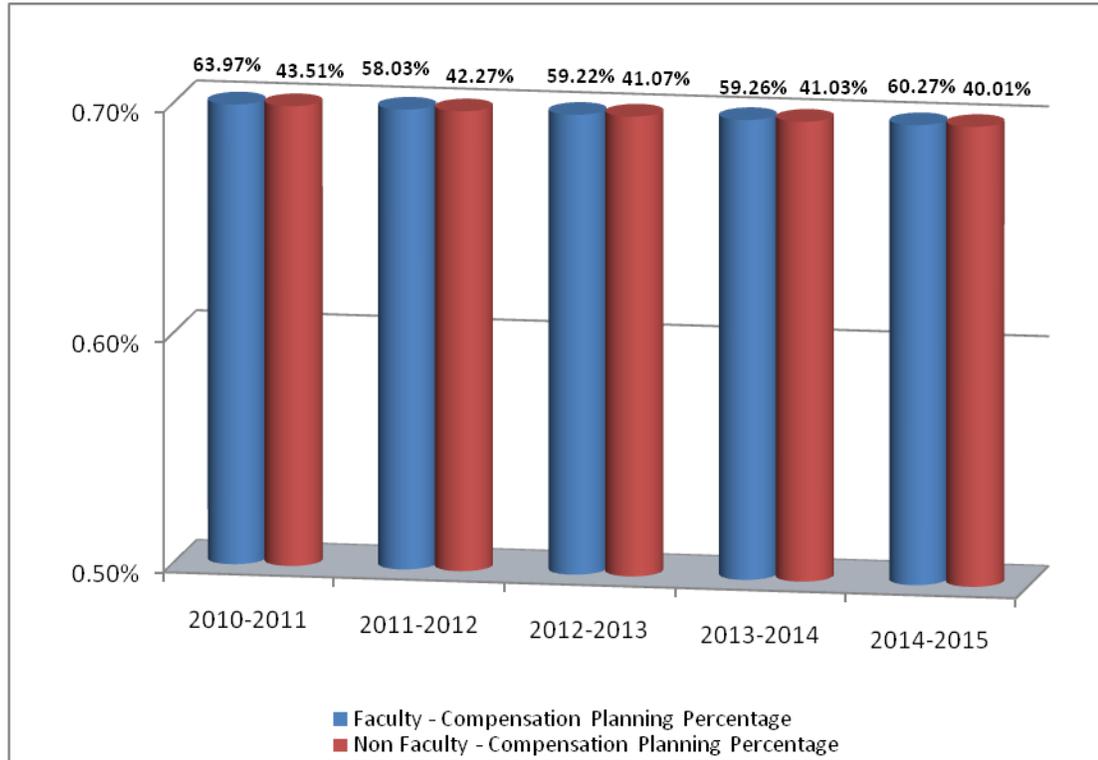


Table 9 and Figure 5 present the forecast of percentage of expenses for faculty and non-teaching personnel compensations. A greater percent of expense is devoted to faculty compensation and a lesser one for non-teaching personnel compensation. Non teaching is considered support to the UPRB mission of learning facilitation.

From the information presented in the previous tables and figures, the following points have to be emphasized:

- The UPR presents for its 11 campuses standard ways where the projected budget is based.
- The projected scenario is based upon economic assumptions facilitated by governmental organisms responsible for developing the future economies of the country.
- The future budget behavior presents a stabilization of the general fund for 2014-2015.
- The projection of external resources is conservative; however, upon fostering and aggressively supporting the steps, this projection could indicate a scenario of greater optimism as already achieved in 2010-11.
- Most of the UPRB investments occur in instruction and salaries.

**Audited Statements**

The financial audited statements are prepared in an integrated manner by the Office of Finance at the UPR Central Administration. This process is under the complete control of the Central Administration. The preparation of audited statements for 2010 is in progress. However, the Central Administration has made the commitment to facilitate this statement during May, 2011. As soon as it is received, the UPRB will immediately send it to the MSCHE.

**Status of Action Plan Submitted on September 2010**

The following presents the actions presented and the Action Plan submitted in the September 2010 Monitory Report and their present status.

**Table 10: Status of Action Plan  
Secure Continuity and Institutional Effectiveness with Available Resources**

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
Apply internal mechanisms to improve the administration of fiscal resources	-Merge of administrative offices and academic departments	Academic and Administrative Deans	In process – support from personnel in the area of finance and Human Resources. Includes integration of tasks, revision of processes
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	Complete – integrated in the development of the 2011 budget; application of the Board of Trustee’s Certification
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	Complete- application and approval of the certification with the 2011 budget

**Maintain and Nurture Additional Sources of Funding to Continue Advancing Institutional Education, Research and Research Priorities**

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
Development of an intramural practice for the professors	-Develop an Intramural Practice Office -Orient academic departments on intramural practice -Disseminate intramural practice plan	Chancellor  Intramural Practice Director	Complete – Office created  In process – continuous; the development of projects
Increase external funds	-Search for external funds	Deans, Directors and Professor	In process – continuous; new proposals have been submitted and recently a proposal for \$20 million has been approved.
Increase student registration	-Offer more evening courses and sessions -Promote academic offerings -Evaluate admissions criteria	DECEP Assistant Dean of Continuing Education	In process- Promotion Plan
Develop a plan to reduce the use of energy	- Disseminate plan to reduce the use of energy -Pilot project on solar photocells	Chancellor, Deans and Energy Committee	Complete- project ended in December 2010

***Central Administration Integrated Actions with UPRB***

State allotment to the UPR is contingent on the Central Government’s previous year revenues. According to UPR Law, the Office of Management and Budget of Puerto Rico assigns annually 9.6% of the average net income collected by state government appropriations in the two prior fiscal years. Allocations to the campuses are based on their recurring budget, plus recurrent additions to finance salaries and benefit increases, operational expenses, and earmarks according to the institutional plan.

Based on this information the Central Administration works with UPRB the following actions:

- **Balanced Budget** - Budget development in alignment with institutional planning, mission and goals is a primary responsibility of governance, within the calendar processes and regulations for its yearly development set in Certification No. 100 (2005-2006) of the Board of Trustees.
- **Expenditures Control Measures** - The 2011-2012 Budget Project proposal in progress continues with the cost control measures established by the Board of Trustees and the President in areas which do not materially affect the quality and continuity of academic offerings, such as:
  - Reductions in general expenses driven by a 5% adjustment in service contracts, additional compensations, materials and others.
  - A pause in salary increases, promotions, and summer session allocations.
  - Partial replacement of retired employees (only 33% have been replaced).

- A pause in benefits not required by law, namely, faculty allowances, financial aid for faculty studies, sick-leave reimbursements, special bonuses, and perquisites.
  - Reduction of payment commitments to the Medical Plan.
  - Reduction of fringe benefits of the UPR Pension Plan.
  - Revision of tuition exemption policies within the framework of Certification No. 131 (2009-2010) of the Board of Trustees.
  - Establishment of a minimum carrying capacity of 30 students in traditional undergraduate courses.
  - Energy saving measures.
  - Reduction in release time associated with faculty administrative duties.
  - Reduction in travel expenses.
  - Units are expected to finance activities not contemplated in the Budget by generating the necessary external revenues to cover associated costs.
  - As part of the ongoing evaluation of educational offerings mandated by institutional policies to promote informed decisions regarding the continuation of academic programs:
- **Five-Year Financial Projections** - The Government of Puerto Rico makes projections on a current year and next year basis. Since state appropriations are the most significant portion of University’s revenues, the Finance and Budget Directors have held extensive consultations with the Secretary of the Treasury, experts at the Government Development Bank and several local economists to identify reliable parameters for developing a five year projection. A recently implemented significant tax reform plus additional revenue measures are expected to positively impact local economy. Since it’s too soon to accurately project their magnitude, conservative assumptions are being used regarding state funding, namely, an expected decrease by an additional 5% during FY 2011-2012, with revenues increasing thereafter at a rate of about 2% (See Appendix 5).
  - **Audited Financial Statement** - For FY 2010 is yet to be issued due to the complexity of the UPR accounting system and issues related to the implementation of the University Financial Information System (UFIS) since its inception in 2007. Namely: (1) while each campus independently manages its accounting, the UFIS financial system software centralized the accounting processes; (2) only the General Ledger and Accounts Payable modules were originally implemented, while some subsidiary modules normally integrated to the system and crucial for its effective performance were excluded; (3) the reduction of accounting personnel at the units due to retirement have consequently decreased the level of expertise in UFIS.

For more detail information on Central Administration Institutional Resources Action see Assessment Report included in Appendix 6

**Standard 4. Leadership and Governance**

**Commissions’ Action No. 3:**

**Evidence of implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance**

***UPRB Actions***

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 the UPRB acquired autonomy (See Appendix 7). 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. 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 Appendix 8).

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 Appendixes 9 & 10). The agreements and understandings among the Institution and these sectors of the university community are established in both documents.

It is important to consider the points of view of all sectors that make up the university community: faculty, non-faculty personnel and students. Since all decisions affect them, the university community's participation is fundamental. Various mechanisms have been used to receive feedback and discover the university community's thoughts about the different areas. For example, questionnaires were distributed, and assemblies, informal talks and meetings were held. Many of these affairs are discussed in faculty meetings, in the Academic Senate and in the Administrative Board. Others are taken care of at meetings and informal talks with non-faculty personnel and students.

In the Academic Senate, the senators disseminate the affairs dealt with to their peers in meetings held in the academic departments and also give feedback of the faculty's reaction. In the Administrative Board the issues are addressed through committees and special assigned tasks. In both bodies, there is student representation. The agreements made are disseminated through diverse means: e-mails, publications on the university web page, bulletins, circular letters, rules, protocols, among others. The deans maintain the personnel under their supervision informed through periodic meetings held in their respective deanships.

Consultations to amend the General Student Regulations, the development of the Institutional Strategic Plan and the consultation process for the appointment of the university President,

chancellors and deans are all examples of the university community's participation. The results of these processes are fundamental for regulations approvals and determining the appointment of these officials. (See Appendix 11) Such is the case, that at the UPRB the candidates recommended by the community to the positions of chancellor, academic and student deans have been appointed in the majority of the cases.

On the other hand, the UPRB has recently developed the application of new tools that allow for the equal participation of all students in the voting processes of student assemblies through secret and electronic means.

It is important to point out that the application of Certification 90 2004-05 has allowed the UPRB to maintain its operations uninterrupted with direct dialogs among the chancellor and the diverse sectors of the university community.

The 39 years of historical trajectory of UPRB have been characterized by an institutional climate that promotes dialog, sensibility and an open point of view upon diversity. This balance is the essence for a democratic environment in the institution. Through these efforts we have been successful in restoring and maintaining a stable academic and administrative operation.

It is important to clarify that UPRB had a student protest on December 8 and 9, 2010 with no major consequences. The institution ended the first semester 2010-11 with normality and began the second semester without any irregularity.

### ***Central Administration Integrated Actions with UPRB***

The governance structure of the UPR System is highly inclusive providing for the participation of faculty and students at all levels. Specific actions are in place to revise governance structures' composition, roles and responsibilities to ensure their effective participation in carrying out the institution mission and goals in compliance with the applicable law and regulations and accreditation standards regarding institutional integrity, leadership and governance, and best practices. The actions were:

- Revisit and Empower Leadership and Governance at All Levels
- Modified General Student Bylaws
  1. Electronic Vote
  2. Student Code of Conduct
  3. Eligibility Criteria
- Freedom of Speech and University Autonomy
- Commitment with an Open University Culture
- Evidence of internal dialogue and advice on these topics include
- Releases to the Internal and External Community
- Electronic Releases
- Integration of Campuses to their Communities
- Empowerment of Leadership and Governance Constituents
- Academic and Administrative Policies, Practices, and Structures

For more detail information on Central Administration Institutional Resources Action see Assessment Report included in Appendix 6

**Commissions' Action No. 4:**

**Evidence that the Board of Trustees assists in generating resources needed to sustain and improve the institution.**

The Board of Trustees, President, Vice President for Research and Technology and Chancellors, are actively pursuing augmenting and diversifying sources of funding. Historically, federal and state grants plus other strategic financial opportunities have assisted the institution with much needed resources to supplement revenues and to continue to effectively achieve its mission.

To temper the current and expected decline in state funding in the upcoming years, the Board of Trustees has taken the following steps to create alternate sources of funding:

- Implementation of a Stabilization Fee of \$800 per academic year, effective on year 2010-2011
- A \$100 M line of credit from the Government Development Bank
- Additional student aid funding and expansion of existing programs to help needy students tackle the Fee.
  - Special Scholarship Fund of the University of Puerto Rico. By Law No. 176 of November 2010, the Senate of Puerto Rico committed to transfer to the University 10% of the of the Additional Lottery net yearly income for not less than \$30 M per year, for the creation of a Special Scholarship Fund for graduate and undergraduate student aids.
  - Reactivation of the Supplementary Institutional Assistance Program. On December, 2010, the Board of Trustees assigned \$1,662,256 from the profits of the University Endowment Fund to reactivate the *PASI* to provide aids to graduate students
  - Increase Funding for the Federal Work Study Program. The State Government assigned an additional \$1.7 M to the Federal Work Study Program funding of the UPR from the Workforce Investment Act (WIA) funds of the State.
- Fundraising Activities - As part of the President and the Board of Trustees' efforts to assist in generating resources for the endowment fund (see table 11)

**Table 11: University of Puerto Rico Endowment Fund**

<b>Academic Year</b>	<b>Major Gifts</b>	<b>Annual Campaign</b>	<b>Special Event</b>	<b>Balance</b>
2007-2008	\$3,399,083	\$582,480	\$293,276	\$65,201,786
2008-2009	\$2,942,740	\$237,029	\$139,011	\$69,424,645
2009-2010	N/A	N/A	TBA	\$ 79,346,314
<b>Total</b>	<b>\$6,341,823</b>	<b>\$819,509</b>	<b>\$432,287</b>	<b>\$82,245,163</b>

For more complete information on evidence that the Board of Trustees assists in generating resources needed to sustain and improve the institution see Central Administration Assessment Report included in Appendix 6

**Commissions’ Actions No. 5:**

**Evidence of a procedure in place for the periodic objective assessment of the Board of Trustees in meeting stated governing body objectives and responsibilities.**

In order to support an objective periodic assessment of the Board of Trustees in meeting stated objectives and responsibilities, the Vice Presidency for Academic Affairs developed and submitted to the President of the Board a rubric draft based on expectations contained in Characteristics of Excellence Standard 4, Leadership and Governance, and MSCHE publication Governing Boards, to assist the body in identifying areas of strength and areas in need for improvement in their current practices. On February 25, 2011 an external consultant with extensive expertise in accreditation and experience as a Governing Board member met with the Board to assist them on refining the rubric according to their particular profile, needs and priorities, and on launching the self assessment process. Based on the self assessment findings, the external consultant will design and offer a workshop or series of workshops to the Board of Trustees beginning no later than April 2011.

For complete information on evidence of a procedure in place for the periodic objective assessment of the Board of Trustees in meeting stated governing body objectives and responsibilities see Central Administration Assessment Report included in Appendix 6.

**Commissions' Actions No. 6:**

**Evidence that steps have been taken to assure continuity and stability of institutional leadership, particularly in times of governmental transition.**

**UPRB Actions**

The UPRB assures continuity and stability of institutional leadership, particularly in times of governmental transition, through diverse institutional processes and a culture of commitment of our administrators, faculty and personnel. These processes are gathered in three principal areas: reports and transition meetings, continuity and stability in the institutional leaders and the commitment of leaders and remaining personnel with the Institution and the achievement of its goals.

***Transition Reports and Meetings***

Among the leaders of higher hierarchy in the Institution (Chancellor and Deans), there exists a practice of developing transition reports and meetings when leaving a post. This practice allows the incoming leader to learn about the work that has been done by the past administration as well as those in process and their priority. Evidence of this can be observed in the transition reports included in Appendix 12 presented by the past chancellor and the Academic and Administrative Deans.

***Continuity and Stability in Leadership Changes***

Another practice that supports the UPRB transition processes is the occupation of key leadership positions with personnel with a considerable amount of experience in the Institution and with external personnel who are unaware of the organizations reality and culture. On the other hand, not all leadership positions in the Institution change upon political transition. At the UPRB, the number of changes of personnel in leadership positions observed during the last change in the UPR presidency was considerably less than expected, since in various leadership positions, those already in these positions remained there during and after the governmental transition. An example of this is presented in Table 12 where the positions of greatest institutional leadership, the incumbents, and later in the governmental transition after the resignation of the past UPR president.

**Table 12: Personal in Institutional Leadership Positions during the Governmental Transition Period**

Position	Incumbent	Past Incumbent	Reason for Change
Chancellor	Dr. Arturo Avilés	Prof. Irma Schmidt	Retired
Dean for Academic Affairs	Dr. Edna Miranda	Dr. Hector de Jesús Prof. David González	Transfer to OPII Transfer to UPR Mayaguez
Dean for Administrative Affairs	Mr. Abdiel Martínez	Dr. Jorge Rovira	Appointed Assistant Dean for Academic Affairs
Dean for Students Affairs	Prof. Nelson Vázquez	Prof. Nelson Vázquez	n/a
Assistant Dean for Academic Affairs	Dr. Jorge Rovira	Prof. Sonia Morales	Resigned (return to teaching)
Assistant Dean for Administrative Affairs	Prof. Miguel Vélez	Prof. Arnaldo Rodríguez	Resigned (return to teaching)
Assistant Dean for Students Affairs	Prof. Edith Moreu	Prof. Edith Moreu	n/a
Assistant Dean for Administrative Affairs	Prof. Jaime Laracuente	Prof. Jaime Laracuente	n/a

From Table 12 it is observed that three of the incumbent remained in their posts, and one was promoted to a position in the academic deanship. Only two resignations were observed during the transition period; the remaining changes were changes that would occur no matter the historic moment the Institution was going through.

On the other hand, it is important to point out that all incumbent personnel in leadership positions of the Institution had more than ten years experience in higher education and came from the same Institution. None of these are external personnel that have been hired.

***Leaders and Employee’s Commitment***

The UPRB has leaders that demonstrate a high level of commitment with the Institution and its students. All of the outgoing leaders during the change process continued giving support to the incoming leaders in any task needed. An example of this is the past dean and associate deans of the academic deanship who continued to give support to the accreditation processes of the Institution.

Another group that allowed the Institution to continue towards its goals in a firm manner was the administrators of the Institution. In this group some changes were observed during the transition period, however, the majority of these changes were made with personnel of the Institution. Lastly, the employees of the Institution gave their all every day to fulfill with the continuation of the work allowing for the attainment of the institutional goals, regardless of the government and leadership in place.

**Central Administration Actions that Impact UPRB**

Unlike other higher education institutions, the UPR and the Central Administration has undergone periodic changes in leadership while maintaining the necessary level of continuity and stability in key areas to carry on with its mission. For further information the reader is referred to appendix 6.

**Commissions’ Action No. 7:**

**Evidence that the UPR Action Plan is implemented, that it is assessed, and the data are used for continuous improvement of the institution's processes**

**UPRB Actions**

In the September 2010 Monitory Report, a plan of action for the three standards where the need of evidence was required was presented. The following presents the status of the actions taken by the Institution in Leadership and Governance action plan.

**Table 13: Status of Action Plan STANDARD 4 – LEADERSHIP AND GOVERNANCE**

**Foster an Enhanced Institutional Climate and Identity**

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
Orient on and Instill respect towards Certification 131 (2009-10) of the Board of Trustees.	- Prepare presentations and web publications to university community	Chancellor	Complete
Participate in the System-wide Communications Committee	-Select UPRB representative(s) in System-wide Communication Committee	Chancellor	In process
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	In process
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	Partially Complete

**Cultivate an Open University Culture**

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
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.	-Evaluate Certification 90 -Develop norms and procedures	Board of Trustees and Chancellor	In process
	-Give presentations to the university community	Chancellor, Deans and	Complete
Orient the community on Certification 90.	-Provide information on the UPRB Web portal	Directors	In process- discussion in the UPRB Chancellor's bodies
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.	-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 -Provide orientation to the university community on the voting procedure.	Dean of Student Affairs and Information Systems Office	Complete- amendments to the student regulations and modifications to the student counsel's voting system

**Revisit and Empower Leadership and Governance at all levels**

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
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	In process- discussion in the UPRB Chancellor's bodies
Orient administrative personnel on conflict management.	-Workshops to administrative personnel on conflict management	Deans	Partially Complete- trainings to personnel
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 of Students Affairs	In progress- the legal actions against students continue and two have been dismiss
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	Complete- discussion in the UPRB Chancellor's bodies

In addition to have worked on the majority of the commitments regarding the standard of Leadership and Governance in the Action Plan, various steps have been directed toward guaranteeing the continuation of the Institution's operations, safeguard the rights of all of the UPRB constituents, and integrate and improve relations with the Institution's surrounding

community. To obtain this, some of the main gates to the Institution have been eliminated, a plan with security measures with the police of Puerto Rico has been developed, and the necessary institutional regulations for the UPRB's operation have been applied.

### ***Central Administration Integrated Actions with UPRB***

Through the Action Plan the University set forth an ambitious agenda of institutional change aligned with the prevailing values and expectations on higher education institutions, aimed to: (1) foster an enhanced institutional climate and identity; (2) cultivate an Open University Culture; (3) revisit and empower leadership and governance at all levels; (4) guarantee sustained length, rigor and depth of academic offerings; (5) secure continuity and institutional effectiveness with available resources, and; (6) maintain and nurture additional sources of funding to continue advancing institutional education, research and service priorities.

The implementation and assessment of the UPR Action Plan consists of documenting compliance evidence of the 64 specific activities at system level distributed under six goals. Progress reports, data, and supporting documentation has been systematically collected, reviewed, and organized in an Implementation and Assessment Report.

For the complete Central Administration Action Plan Outcomes see Appendix 13.

#### **Commission's Action No. 8:**

**Evidence that steps have been taken to improve shared governance, especially in documenting how campus input is solicited and considered in decision making at the system level.**

The Central Administration has been working in the previous months with the institutions developing the following activities:

- Periodic Forums with Elected Student Leadership
- Informational and Listening Sessions by Senior Leaders
- Periodic Surveys
- New Tuition Exemption Policy
- New Summer Offering Policy
- Chancellors and other Key Campus Leadership Role in Policy Development and Decision Making

It is important to emphasize that the UPR advisory and governing bodies at all levels, each with its own formal structure, rules, regulations, roles and responsibilities, include faculty and student participation: Academic Senates and Administrative Boards at campus level, and the University Board and Board of Trustees at system level.

University structure provides formal means to channel ideas from faculty and students through Faculty meetings, representatives to Academic Senates, Administrative Boards, the University Board and the Board of Trustees. Administrative Boards and Academic Senates of each unit

meet periodically; the University Board and its several committees meet monthly; the Board of Trustees and its several committees also meet monthly.

For complete information on evidence that steps have been taken to improve shared governance, especially in documenting how campus input is solicited and considered in decision making at the system level see Central Administration Assessment Report included in Appendix 6.

**Commissions' Action No. 9:**

**Evidence that communication between the Central Administration and the institution and within the institution, is clear, timely, and accurate, and that the sources of such communications are clearly defined and made available to all constituents.**

***UPRB Actions***

The mechanisms used to maintain all constituents informed of all matters concerning the UPRB are varied. The Board of Trustees, the Office of the President, the Academic Senate and the Administrative Board send via e-mail (cartero.ac) certifications and other communications that are mainly disseminated to the university community. Each student and employee has an e-mail account with the @upr.edu domain to ensure that the information reaches all sectors. Other communication methods include periodic meetings with the deans, informal meetings and faculty meetings. The affairs discussed in these forums and the determinations reached are also informed by the faculty and student representatives that participate.

The UPRB administration maintains adequate communication channels with all sectors of the university to keep them informed through e-mail, the web page, bulletin boards and bulletins. The UPRB also has an emergency telephone (787) 993-8999. Through these communication channels the population is maintained informed of events and how to proceed to address them. Among the strategies used and the institutional policies established to address this matter are the following:

- Circular Letter 2006-2007-04 establishes the guides for maintaining a uniform style in internal and external institutional communications. This document introduced norms for the utilization of electronic means when communicating with the university community. All members of the university community have access through the domain @upr.edu. This is the official e-mail account to be used for all measures.
- Circular Letter 2007-2008-02 (Corrected) – (*Policy for the Reduction of Institutional Spending*) reaffirms the aforementioned regarding the use of e-mails as a means to reduce expenses.

The web page ([www.uprb.edu](http://www.uprb.edu)) is updated. The following is a list of some of the documents available:

- General Catalog 2008-2011 (English and Spanish versions)

- *El Vaquero* – Informative Bulletin
- *ADEM Comunicador* – Business Administration Informative Bulletin
- *En Sintonía* – Periodical
- Calendar of Institutional Activities
- Academic Calendars
- Mission & Vision
- News and events

The *Institutional Procedures, Policies and Regulations* are published on the UPRB web page. This includes the *Faculty Manual* and the *Institutional Strategic Plan 2006-2016*. Other means used are bulletin boards situated in different areas of the Institution.

Nevertheless, the regulatory tools and efforts presented have not been sufficient for maintaining the university community informed in a precise and timely manner. This is why new actions to communicate institutional events have continued to be developed. Among these are:

Periodic meetings with deans and their respective department and office directors

- Meetings with student leaders and athletes
- Electronic communications with the students and community regarding the medullar processes of the institution

On the other hand, the UPRB did not have a person responsible for working on aspects related to publicity and the communication of information of the Institution. Therefore in 2010 a member of the university community was assigned this task. This official, in coordination with the institutional leadership, has developed a communication plan (See Appendix 14) that allows for the presentation of information to the community in a precise and timely manner.

The proposed model will eventually provide a wide range of communication services to the UPRB campus community, all designed to enhance the reputation of the University. Services will include:

- **STAGE 1** April 2010/July 2011- Public Affairs, Chancellor Communications, Marketing Design and Strategy, Branding and Identity Development, Crisis Communication and Issues Management.
- **STAGE 2** August/December 2011- Internal Communication...Broadening Communication channels, Collaborative Alliances (internal and external)

A substantial part of the available time on this stage has been devoted to a close analysis of the system's communication culture. Nevertheless, some vital Communication functions have been made available to the top and middle management levels of the institution.

These include:

- **Public Affairs** – managing of emerging public issues and crisis communications as well as responses to media inquiries (April and December student demonstrations in opposition to a new tuition fee).

- **Chancellor Communications-** Executive writing services and communication counseling for the University Chancellor: executive speeches, remarks, presentations and letters to support vision and goals.
- **Marketing Design and Strategy** – market analysis, creative work, special project consultation, promotional event coordination and web development (to include online registration, projected completion date: April 15, 2011) for the Extended University (UNEX) and the Continuous Education and Professional Studies Division (DECEP).

These functions have begun a gradual shift of internal perceptions about:

- Communication handling and efficiency (internal, external)
- The UPRB’s need of a proactive vision in a highly competitive higher education market.
- The institutional need to adapt and respond effectively to the changing demands of a highly complex student market.

During the next five (5) months consistent efforts will be devoted to:

- **Branding and Identity Development** – revision and updating of UPRB’s name and graphic identity. This includes Dean’s support on assessment concerning events and special support on assessment related to coordination and public projection of UPRB’s 40<sup>th</sup> anniversary celebration activities.
- **Crisis Communication and Issues Management** – Organize a well/coordinated response team that can assure an institutional accurate and timely response to the media and public, while protecting the interests of the University. Serve as a buffer to allow other members of the response team to perform their duties, as well as provide expert advice that can improve communications performance in crisis planning and drilling. This effort will include:
  - A seminar for developing our response team’s management skills in the identification, analysis, and managing of complicated issues and the development of strategies that ensure that the right messages are communicated to the right audiences both internally and externally. Special care will be placed to integrate UPRB’s Planning and Institutional Studies Office (OPEI), as a way to assure that every strategy is properly evaluated. (April 22, 2011)
  - A Media Relations Training – to help faculty and administrators to deal effectively with interviews. The more practice faculty and other staff members have at interviewing, the more likely it is that the media encounter will be productive. The training will provide specific guidance on proven techniques to make the interview an overall success. (April 6, 2011)
- **Internal Communication...**”broadening communication channels” – Special activities will be developed to strengthen goodwill, update knowledge and broaden communication channels between the different internal audiences (faculty, administration (all levels) and students). By March 26 a detailed program of the scheduled activities will be available for review. It will include special events, printed materials, as well as social media (Facebook, Twitter).

– **Collaborative Alliances (within the educational system)**

A series of meetings promoting joined ventures and other collaborative efforts will be held with the leading staff of the following:

- Office of Planning and Institutional Research (OPEI, Spanish acronym)
- Information Systems Office (OSI, Spanish acronym)
- Audiovisual Department
- Radio Universidad (University Radio Station)

The expected result of this collaboration will make possible:

- A sensible integration of research and evaluation to institutional decision making and communication efforts.
- A more complete integration of information systems to the mainstream of Institutional communication.
- A self-sustained, cost-effective, agile and dependable system for audiovisual production that can provide suitable media for communication (internal/external) and marketing and promotional materials.

The integration of these elements joined in a broad communication scope will eventually give UPRB access to an array of marketing and communications services, including strategy, market research, communications planning, creative work, graphic design, web development, print materials and in house multimedia development.

- **Collaborative Alliances (external)** The University of Puerto Rico at Bayamón not only has the responsibility to enhance and maintain its institutional reputation as a leading higher learning institution but also the need to assume an active role as a leader forming entity. Many of the necessary actions involve funding that is not readily available. For this reason the creation of mutual benefit collaborative alliances with government agencies as well as private enterprises and other higher learning institutions is a necessary step to achieve those goals.

A series of meetings will be held with decision makers (mayors, CEOs, community leaders) to establish these alliances. The UPRB will assume its leadership by presenting these people with well thought, achievable projects, designed accordingly to clearly define mutual benefit goals and objectives. A detailed agenda of the first alliance projects will be available for review on March 26, 2011.

***Central Administration Integrated Actions with UPRB***

The Central Administration Office of Communications reengineered the Institutional Communication Plan to better support UPR's mission through different programming strategies and dissemination of relevant information. The primary objectives of the plan include: (1) optimizing the positioning of the UPR as the leading institution of higher education in Puerto Rico; (2) enhancing the international positioning of the UPR; (3) maximizing the use of UPR website and increasing and diversifying information resources (social networks, *Cartero AC* and

UPR Informa) to communicate relevant information to internal and external community and address main issues.

A Crisis Management Plan was developed and deployed as part of the Communication Plan. To assure its efficient implementation, the Office of Communication coordinates and articulates the collaboration of communication officers and liaisons in the 11 campuses, to support disclosure through their web pages and other information resources.

Also, one of the 7 Committees of 7, Internal and External Communication is charged with assessing the effectiveness of internal and external communication during the past events and making recommendations for improvement. As conceived in the original Action Plan, this Committee was meant to be composed exclusively of experts in the field of Communication. However, following suggestions received from discussions in the University Board, the Committee will not only include experts in Communication but also *consumers* of information from the internal and external community, as key elements to assist in the accomplishment of the Committee’s charge.

For complete information on evidence that communication between the Central Administration and the institution and within the institution, is clear, timely, and accurate, and that the sources of such communications are clearly defined and made available to all constituents see Central Administration Assessment Report included in Appendix 6.

**Educational Offerings**

**Table 14: Status of Action Plan Standard 11: Educational Offerings**

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

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
<p><b>1.</b> 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.</p>	<p>Chancellor’s statement to the academic community to reaffirm and require compliance of institutional policies.</p>	<p>Chancellor</p>	<p>Complete- fulfillment of policies</p>
	<p>Amended academic calendar to ensure required instruction contact hours in compliance with courses’ learning goals and objectives, rigor and depth.</p>	<p>Administrative Board</p>	<p>Complete- amended and approved calendars</p>
	<p>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.</p>	<p>Chancellor and Human Resources Office</p>	<p>Complete- follow-up to faculty members to fulfill course contact hours and collect evidence.</p>

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
<p><b>2.</b> 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.</p>	<p>Departmental and faculty meetings.</p> <p>Implementation and evaluation of strategies and actions taken and in progress.</p>	<p>Deans and departmental directors</p>	<p>Complete- In progress Meetings with department directors and instructions to give follow-up and support to OPEI regarding withdrawals.</p>
	<p>Chancellor’s communication to the deans and directors of academic departments requiring departmental reports of strategies and actions taken and in progress.</p>	<p>Chancellor and Academic Dean</p>	<p>Complete- meetings with deans and follow-up reports</p>
	<p>Development of protocols for the implementation and evaluation of best practices.</p>	<p>Academic Dean</p>	<p>Complete- reports from the dean and follow-up</p>
<p><b>3.</b> Achieve institutional student learning outcomes as defined for academic programs and courses.</p>	<p>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.</p>	<p>Office of Planning and Institutional Research; Academic Dean, and Departmental Directors</p>	<p>In progress- follow-up will be given and data regarding grades, withdrawals and incompletes is being compiled.</p>
<p><b>4.</b> Implement measures to assure access to the learning and research resources, and availability of other essential student services.</p>	<p>Departmental analysis and on-line survey to define student needs.</p>	<p>Deans</p>	<p>In progress- satisfaction questionnaires</p>
	<p>Extend service hours, as appropriate.</p>	<p>Directors</p>	<p>Complete- continuous Payment of overtime to employees.</p>
<p><b>5.</b> Implement strategies and measures to guarantee continuity of processes such as: admission, registration, and financial assistant programs, and other essential student services.</p>	<p>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.</p>	<p>Vice Presidency for Academic Affairs; Chancellor; Deans, Registrars; Planning Office Director; Admission’s Director; Financial Assistant Program Directors; Health Director;</p>	<p>Complete- continuous Special session in July 2010</p>
	<p>Agreements of collaboration for the use of external facilities for academic and administrative activities under extraordinary situations.</p>	<p>Chancellor; Academic and Administration Deans</p>	<p>Complete- continuous Municipal government and private organizations</p>

ACTIONS	ACTIVITIES	RESPONSIBLE SYSTEM AND UNIT	STATUS
	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.	Chancellor, Academic Dean, Student Dean, Registrar	Complete-continuous Evaluation of cases and actions for the granting of degrees.

From the action presented, it is observed that all have been attended or are in process to be attended. There are other actions that are continuous.

**Conclusions**

This Monitoring Report addresses the aspects required by the MSCHE for the fulfillment of the standards of Institutional Resources and Leadership and Governance. The MSCHE required evidence in nine points from which five are mainly related to actions and regulations by the Central Administration. Nevertheless, the collaborative work between the Institutions and the Central Administration has allowed for the fulfillment of most of these requirements.

For the Standard of Institutional Resources projected budgets for the UPRB are presented with the basic tendencies in the indicators developed by the Banco Gubernamental de PR [Governmental Bank of PR], el Departamento de Hacienda de PR [Treasury Department of PR] and la Junta de Planificación PR [Planning Board of Puerto Rico]. This projection presents the reduction of almost \$2 million for 2011-2012 and a gradual recuperation until 2015. The budgetary projects were worked upon in homogeneous formats and sections for all units of the UPR system. However, it is important to point out that the 2010 audited financial statements have not been available for this report. The Finance Office of the Central Administration has made the commitment to have these ready by May 2011.

In the Standard of Leadership and Governance, the UPRB has worked on aspects of the action plan submitted in September 2010, which has allowed the Institution to continue operations uninterrupted. This is mostly because of the application of the norms and procedures established by the existing government structure of the Institution.

The Central Administration presents data on the actions taken by the Board of Trustees in their search for institutional resources; however, until now these resources have not made an impact on the UPRB. On the other hand, the Board of Trustees is moving towards assessing its performance through diverse evaluative mechanisms.

During moments of political transitions and changes in the university administration, the UPRB has been characterized as carrying out the transition processes through meetings and reports. Nevertheless, there exists good continuity in the institutional tasks because of the UPRB’s leaders’ commitment, the stability of personnel in leadership posts and the integration of personnel who know the UPRB well and with ample experience in higher education.

The UPRB has worked directly with aspects related to the communication processes in all sectors of the Institution. This is demonstrated through the utilization of various tools (web, e-

mail, Facebook, letters, memorandums, booklets, leaflets, magazines, etc.) as well as in the development of meetings, bulletins and documents to the community on aspects concerning it. Nevertheless, to obtain direct and timely communication, a communication plan has been developed to address possible shortcomings that are present.

The academic offerings of the UPRB have continued with the rigor, intensity and continuity expected. There have not been any institutional closings and the academic activities have continued as normal. The first semester 2010-11 ended as established by the academic calendar and the second semester has begun without any setbacks.

During this second semester the UPRB is giving follow-up to the academic indicators of student performance and collaborates with efforts carried out by the Central Administration in this same direction.

**Appendix List**

- Appendix 1** : UPR Budget 2010
- Appendix 2** : UPR Precautionary Measures
- Appendix 3** : Board of Trustees Certification 135 (2009-10)
- Appendix 4** : UPRB Budget Pro-forma and Projections
- Appendix 5** : UPR General Fund Projection
- Appendix 6** : Central Administration Assessment Report
- Appendix 7** : UPRB Autonomy Certification
- Appendix 8** : UPR By-laws
- Appendix 9** : UPRB Faculty Manual
- Appendix 10** : UPRB Student Manual
- Appendix 11** : UPRB Consultation Process to Community
- Appendix 12** : UPRB Transition Reports
- Appendix 13** : Central Administration Action Plan Outcomes
- Appendix 14** : UPRB Communication Plan