

UNIVERSITY OF PUERTO RICO - RIO PIEDRAS CAMPUS

Monitoring Report (RP-MR) of September 1, 2010

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Chair of Visiting Team
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OFFICE OF THE CHANCELLOR

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Section 1 Overview of UPR Río Piedras Campus (UPR-RP) and Summary of Main Events

Founded in 1903, UPR-RP is the oldest and most complex of eleven (11) units within the University of Puerto Rico (UPR) System. As a public comprehensive doctoral institution, its academic offerings range from the baccalaureate to the doctoral degree, through 70 undergraduate programs and 19 graduate degrees with 71 specializations in the basic disciplines and professional fields. Research activities are enhanced by a variety of research centers and institutes, including the widely recognized *Institute for Tropical Ecosystem Studies* that conducts long term environmental research on Caribbean islands and similar tropical areas and is part of a global research network, and the *Institute of Caribbean Studies* and the *Institute of Psychological Research*, among others. The graduate offer includes 12 PhDs, one Doctorate in Education, and international programs in Law, at both LLM and JD levels. The Campus frontier of knowledge production has been expanded during this period with the creation of a Master in Cultural Management and Administration in the College of Humanities, and Masters and PhD programs in Environmental Science, the PhD currently under consideration by the licensing board in PR, to be initiated in August, 2010. Fifty six (56) academic programs are professionally accredited. In fact, during the period covered by the June 2010 *Periodic Review Report*, accreditation became an institutional goal that prompted three recent accreditations and intense activity in pursuing new ones for various other programs.

The Campus serves more than 18,000 students¹, 20% graduate, and grants an average of over 3,000 degrees a year. From 2005 up to 2010 doctorate degrees conferred have maintained an upward trend. It must be noted that UPR-RP has consistently granted the largest number of doctorate degrees to Hispanics in the US. UPR-RP counts upon a diverse faculty whose academic degrees have been awarded by world-class universities and a student body that represents the best academic profile in Puerto Rico. It is also custodian of artistic, documentary, cultural, environmental, and symbolic resources for teaching, research, creation, and enjoyment of the citizenry. Our professors are distinguished with national prizes such as the "Andrew Gemant Award 2010" by the American Institute of Physics awarded to Dr. Daniel Altschuler and the Dr. Etta Z. Falconer Award for Mentoring and Commitment to Diversity to Math professor, Dr. Ivelisse Rubio.

Since the last MSCHE self-study in 2005, the Campus has embarked in the comprehensive development of a culture of assessment. Strategic planning has been adopted as the framework for resource allocation and assessment is required for most institutional activities. As a result of this, the Campus has moved forward in the implementation of the strategic plan *Vision University 2016*, approved in 2006-07, supported by assessment of learning and institutional

¹ Planned projected enrollment of 18,000 to 18,300 in August 2010 due to the fiscal uncertainty at the beginning of year 2010.

effectiveness and made operational in seven priority projects.² The new emphasis on planning and assessment allowed for the alignment of Campus resources with its mission and vision statements. The institution is very much aware that present and future scenarios require the Campus to continuously evaluate and refocus its institutional planning, evaluate new and act upon challenging strategies, and reassign priorities decisively in tune with a dynamic environment and economic uncertainty. At present effective short term efficiency measures have been implemented in view of major fiscal changes that will affect the present academic year and at least up to 2011-2012, and to put in place the base for a longer term approach to budgeting to promote campus continuous improvement and future growth.

The increasing fiscal constraints at the present time test the feasibility of the institution's strategic goals and constitute a major challenge that the institution will have to surpass. At the time of the UPR-RP *Periodic Review Report* (PRR, June 15, 2010) the projected deficit of the University of Puerto Rico System was estimated at \$167M, \$25 to \$30M projected for UPR-RP³. The Campus progressively addressed this challenge in the short term and made necessary adjustments to the upcoming operational plan and resource allocation, though deep structural adjustments are on the works.

An additional \$10M cut was approved by the Board of Trustees in June 28, 2010, thus total budget cuts for 2010-2011 amounts close to \$40M. Section 4 of this report addresses the specific actions taken to strengthen finances for the coming years and links financial resources to planning. In addition, it presents short and some longer term strategies and actions already in place and in progress to safeguard strategic actions and institutional priorities. Several of these actions reported in the PRR have proven effective on the short term in controlling costs and freeing close to \$8M in 2009-2010 which have been allocated to priority projects.⁴ These modifications, as well as a more intense emphasis on organizational restructuring, program evaluation, external funds, alumni donations, and identification of multiple strategies to bring untapped funds are expected to carry the Campus throughout the next five years of the strategic plan *Vision University 2016*. The outstanding human and academic resources that have sustained the Campus as the premier higher education institution in Puerto Rico will undoubtedly mark the way through the present critical and decisive period.

Furthermore, the UPR is currently experiencing a major administrative leadership transition supported by legitimate search processes, which are still in progress. A new president was appointed in September 2009. Also, the Academic Senate search committee for the next UPR-RP chancellor will submit its final report to the President on October 2.

UPR-RP has been a member of MSCHE since 1946. It received reaffirmation of accreditation from the Commission in June 2005. In June 15, 2010, UPR-RP submitted its *Periodic Review*

² Priority Projects: Research and Creation, Revision of the Baccalaureate, Technology Development, Quality of Students' University Experience, Internationalization, Assessment of Learning and of Effectiveness, Quality of Life.

³ By June 15, 2010 it was estimated that the Rio Piedras Campus would be \$30M short of the 2009-2010 operational budget. As of August 2010, budget cuts at the Rio Piedras Campus mount to \$40M.

⁴ Rio Piedras Campus Periodic Review Report

Report which will be acted upon in the Commission's meeting of November 2010. As a result of the 62 day student strike, the most recent Statement of Accreditation Status by MSCHE dated June 24 indicates that UPR-RP is "on probation because of a lack of evidence that the institution is in compliance with Standard 4 (Leadership and Governance) and Standard 11 (Educational Offerings). The Statement of Accreditation notes that the institution remains accredited while on probation and the *Periodic Review Report* (PRR) due June 1, 2010⁵ was received and will be acted upon by the Commission in November.

This UPR-RP Monitoring Report (RP-MR) responds to MSCHE's request for "a monitoring report due by September 1, 2010, documenting that the Institution has achieved and can sustain ongoing compliance with (1) Standard 4 (Leadership and Governance), including but not limited to the development and implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance; and (2) Standard 11 (Educational Offerings), including but not limited to a plan for assuring the rigor, continuity, and length of courses affected by the institution's stoppage. In addition, as required by MSCHE, this report documents evidence of the steps taken to improve the institution's finances and the development of alternative funding sources (Standard 3).

The RP-MR is part of the consolidated UPR system monitoring report. RP-MR establishes first, with respect to Standard 4 (Section 2), the different ways in which during and after the stoppage the Campus administration exercised leadership and governing roles and made numerous attempts to maintain free access to the Campus or to the Plaza Universitaria buildings across the street from Campus and to continue main operations. The governance issues addressed touch on the continuity of offerings and services discussed in Section 3. Section 3 thus details how UPR-RP had strategies in place and has acted emphatically to ensure the rigor, continuity, and length of courses affected by the institution's stoppage in accordance with Standard 11 (Educational Offerings).

An Action Plan for each standard summarizes the major actions and activities detailed in this report to respond to the events since April 21 and to strengthen UPR-RP in moving ahead.

Summary of Main Events

Expected fiscal measures to face a significant budget cut for the UPR System and UPR-RP, such as Board of Trustees Certification 98, 2009-2010, prompted student protests. In a UPR-RP student assembly held **April 13** at the Río Piedras Campus, the Assembly declared a 48-hour stoppage scheduled for April 21-22, 2010, three weeks before the end of classes.

In the early morning of **April 21** a violent assault by students (estimated at 200) to the University Guard resulted in serious offenses to 19 guards that were protecting access to the

⁵ UPR-RP due date for the PRR was postponed to June 15, 2010.

campus. Students gained control of all campus entrances except the one by the Barbosa Avenue Security Office, which allowed the Interim Chancellor, deans, and other officials to enter Campus assisted by Campus security. The UPR-RP Interim Chancellor consistently expressed her commitment to maintain access and to ensure continuity of the administrative and academic processes while at the same time urged students to conduct their protest respecting the rights of all campus constituents and the university policies to that effect. Appendix 1. To deal with the crisis at hand, the Chancellor named an Executive Committee that met daily to organize the continuity of main operations.

By **May 3** students controlled all Campus entrances, but facilities at *Plaza Universitaria* outside the Campus perimeter were reorganized so that major administrative and academic operations continued. The Dean of Administrations and the Director of Human Resources were charged to develop and implement access protocols. Appendix 2.

The strategy followed to ensure access to the Campus consisted of filing for an injunction from the San Juan local court so as to guarantee open and secure access. The courts emitted an interdict ordering as requested by UPR-RP, but did not explicitly state how the order would be executed. The Puerto Rico Supreme Court is now considering a *cerciorari* recourse that presents the controversy ensued by the court resolution.

Since her appointment, the Interim Chancellor met with elected students' representatives every other week to discuss issues and projects of common concern and interest, also to inform them about the fiscal situation. During the stoppage continuous offers were made to meet with elected student leaders to explore alternatives to return to normalcy. Appendix 3 presents the Interim Chancellor's account of events and her detailed report to the Academic Senate Meeting of **May 11** at *Plaza Universitaria* Conference Room addressing crucial issues related to governance, continuation of services, and academic and administrative status and follow.

Major academic and administrative processes were redefined and implemented during the closure period to continue operations. Appendix 4. Concurrently, representatives from the Board of Trustees established an official periodic dialog process with students and a mediator was assigned after **mid June**.

On **June 22**, after 62 days of closure, conversations between student groups and representatives of the Board of Trustees facilitated by the mediator put an end to the strike. A two week period followed in which PR-RP identified affected areas, revitalized physical facilities, and during the **first week in July** the Chancellor convened staff for follow up processes. Protocols were implemented to generate an inventory of damages and losses and to guide the gradual restitution of campus operations. Appendix 5.

On **July 7**, classes resumed with a revised academic calendar to comply with the total of 9 or 10 lecture hours remaining per three credit- hour class sections. Appendix 6.

Details, actions and activities on the topics mentioned above are presented in the next sections of this report by standards. In addition, the Action Plans by standard summarize major points.

Section 2 Standard 4 Leadership and Governance

At UPR System level, three strategies frame the action plan to comply with Standard 4: strengthening the institutional climate and identity, establishment of an Open University culture, and strengthening governance. Through these strategies the Institution pursues to guarantee freedom of expression while embracing the University as a diverse and valuable space for learning. Actions will be taken to promote an Open University culture that encourages freedom to share information, ideas, and actions, and guarantees the rights and responsibilities of all members.

Specific actions were taken during the stoppage and after to establish the roles and responsibilities corresponding to each of the components of the Campus community and to exercise the leadership associated with administrative positions. Furthermore, continuous attempts were made to implement the conditions required by Board of Trustees Certification 90 (2004- 2005) which reaffirms freedom of expression within the academic community, states that free access to all campuses and units is an integral part of that freedom, and requires all University authorities to follow up on a continuous dialogue to promote such liberties.

The Organization of the UPR-RP is authorized by Section 18 of the General Bylaws of the University of Puerto Rico (Reglamento General). The organization chart is included in the companion documents and may also be found at <http://juntaadministrativa.uprrp.edu/>.

Office of the Chancellor

The University of Puerto Rico Regulations, Section 19, regulates the nominations and responsibility of the chancellors. <http://sindicatos.upr.edu/docs/reglamento.pdf>. The Chancellor is the highest academic and administrative officer on Campus, represents the Campus on official events and has the responsibility to communicate determinations approved by the Administrative Board and Academic Senate to the President and the Board of Trustees as corresponding. Deans respond directly to the Chancellor.

Administrative Board

The University of Puerto Rico Law Number 1, of January 20, 1966, as amended, establishes the Administrative Board in all the campuses of the UPR. The Administrative board is the advisory board to the Chancellor. In UPR-RP It is composed by the Chancellor, the 8 College Deans, 4 Executive Deans, 2 academic senators (not ex-officio) elected by the Academic Senate, and 1 student representative elected based on a Certification from the General Student Council. Responsibilities of the Administrative Board include approving the budget, approving promotions and tenure for faculty and the follow up of the implementation of the strategic plan. Bylaws of the Administrative Board are found at <http://juntaadministrativa.uprrp.edu/>.

Academic Senate

Article 22 of the General Bylaws of the University of Puerto Rico regulates the Academic Senate, which is the official forum of the academic community. The UPR-RP Academic Senate is composed of 68 representatives of the Academic Community as follows: 1 President “ex-officio” who is the Chancellor, 18 senators ex-officio, which are the 8 College Deans, 4 Executive Deans, Director of the Library, 1 elected representative of the social workers, psychologists and counselors, and 3 students, 37 elected faculty senators, and 12 elected student senators. The purpose of the Academic Senate is to participate in the institutional processes establishing academic norms. It also approves new academic programs, establishes general requirements for admissions, make recommendations to the Board of Trustees on academic structural changes and recommends academic distinctions. Bylaws are included in the companion documents. (<http://senado.uprrp.edu/Informes/ReglamentoSenado2006-enmendado-nov2007.pdf>)

The Chancellor’s report to the Academic Senate in May 11 (Appendix 3) presents a very detailed narration of events that occurred during the first half of the strike and the attempts, many unfruitful, to continue communication with students. The Chancellor’s report firmly states the Campus commitment to an open university and summarizes the official position on important issues of governance. Her report emphatically expresses and establishes that an open university should prevail as the mechanism to approach problem solving and continuous dialogue in difficult situations. As a second primary point the Chancellor accentuated in her report Student By-Laws stipulations that clearly designate the student council as the official representative of the student body and that such designation is not to be delegated, especially in situations of such impact as the strike we have just endured.

The strategy followed to ensure access to the Campus consisted of filing for an injunction from the San Juan local court so as to guarantee open and secure access. The courts emitted an interdict ordering as requested by UPR-RP, but did not explicitly state how the order would be executed. The Puerto Rico Supreme Court is now considering the *cerciorari* recourse of the controversy posed.

It must be noted that UPR-RP integrates meetings with official student representatives as a primary component of the Chancellor’s regular operational agenda. The Interim Chancellor has followed a consistent agenda. Appendix 7 presents scheduled meetings since November 2009 and after the stoppage period between the Chancellor and student representatives. These meetings have already been rescheduled since July 29, as appears in the agenda.

Students are welcomed as freshmen in a campus wide activity every year. This year sessions were conducted from the 9th through the 19th of August. Approximately 2,000 students attended. Students were given information of the campus, traditions, enjoyed artistic presentations, and participated in campus tours. The students had the opportunity to meet the Deans and obtained information about their study program and financial aid. Also, they received an orientation from the campus student ombudsman. Two students groups were present to offer assistance and information, the “Estudiantes Orientadores” and “Calidad de Vida”.

Strengthening of governance through follow up of compliance with the different types of regulations, policies, and norms that frame institutional actions is being activated as a result of the strike. During the stoppage various serious incidents took place which prompted official claims filed at the Security Office by campus personnel. Appendix 8. Many of the claims had to do with physical and verbal aggression to personnel performing their duties on campus or in accessing campus facilities. Guards were among those injured while exercising their responsibility of keeping access to Campus. Some of these events are summarized in Appendix 9. In a letter of August 19, the President of the Disciplinary Committee to the Academic Dean certified that six cases of presumable wrongdoings during the strike have been referred by the Official Examiner to the Campus Disciplinary Committee. Appendix 10. The same official examiner was assigned to all and each one of these students. These six cases are under consideration at the present time and 24 additional ones are expected.

The Chancellor and deans assumed their responsibility of continuation of academic offerings as is detailed in Section 3 of this report. The preparation of the facilities of *Plaza Universitaria* across the street from Campus was a definite affirmation that operations are a responsibility of the administration and they had to continue. The Academic Senate meeting and the use of the Web page for continuous communication recognized the right to know and to be heard of the Campus community. The Action Plan for Standard 4 presents activities to be implemented during the fall semester 2010-2011 and on with the goal of clarifying the implications of Standard 4 to the UPR-RP community. Also, working groups will be created to develop protocols for the implementation of institutional norms, such as Certification 90, 2005-2006 which states UPR's commitment to an Open University culture and freedom of expression.

Section 3 Standard 11 – Educational Offerings

For over a century, UPR-RP has provided higher education opportunities of proved excellence and affordability to the Puerto Rican community. To this end, the Campus has strategically developed areas of expertise in teaching and research scholarship, reaching out to new knowledge and rendering its members access to the global community. Students have consistently recognized UPR-RP's commitment to excellence in teaching and learning as is evident from institutional effectiveness measures provided by recent student satisfaction surveys. Appendix 11.

This section presents a narrative of UPR-RP's Plan of Action organized around one main strategy: guaranteed sustained length, rigor, and depth of the academic offerings to address the Goal of: providing and supporting continuous academic and research endeavors with the appropriate content, rigor, coherence and length, achieving an effective and seamless student learning process and advancement towards their degree in harmony with the Open University Culture.

In accordance with the above goal, during the two month stoppage of **April 21 to June 22** UPR-RP set priorities and designed procedures to establish continuity and ensure that academic needs and special services were met to the largest extent possible. Circular Letter of **May, 21** of the Dean of Administration extended teaching faculty contracts to August 31 or to culmination of the second semester whichever occurred first, to guarantee completion of faculty contractual agreements with the Institution and students without additional pay. Appendix 12. Amidst a very complex situation UPR-RP made every effort possible to continue serving the Campus community and the community at large.

In developing its Action Plan during and following the stoppage UPR-RP gave definite steps to protect and advance most of its research agenda. External funds proposals were given priority in accordance with the institution's graduate studies and research goals. Graduate students' degree completion was facilitated, both during and following the stoppage. Protocols were announced to guide researchers on access issues, contact persons and other relevant information. Appendix 13. Construction work also continued on main projects. Procedures implemented to these ends and results will be presented in more detail in the last part of this section.

The institution gave continuity to critical academic issues and student services, like new admissions, international and exchange students' course completion and departures, and financial aid orientation for students and parents. From the beginning of the stoppage two offices were equipped and opened as a "*One Stop Shop*" concept in Banco Santander's university branch on the first floor of Plaza Universitaria with access to the main avenue for convenience. The Financial Aid, Admissions, and Registrar Offices assigned personnel to these facilities for service and orientation during regular service hours. Space in the upper floors in *Plaza Universitaria* was adapted to accommodate the Chancellor's Office, college deans and staff, school directors, the four executive deans and staff, and the technology division, in addition to the regular operations carried out normally in that site. Such timely reorganization allowed for procedures to be designed and implemented with acceptable ease and continuous access. The selected personnel and offices mentioned above were able to provide general information on academic processes to professors, students, prospective students, and the public at large.

The Campus web page was a crucial communication tool. Access was maintained with few interruptions in *Plaza Universitaria* that ensured continuity of selected services, especially to groups whose special academic needs warranted exceptional attention and to the external community. Appendix 4.

The overall objective of the Action Plan was to attain fast actions where necessary and to establish mechanisms and strategies to ensure academic offering content, rigor, breath and length. Some assessment has been carried out to determine possible effects of the stoppage, as is presented below. Additional assessment will follow during the Fall semester for an overall evaluation.

Assessment of Institutional Effectiveness and Assessment of Learning

A few measures are being used to monitor academic results which are compared with previous years as a means of initially assessing the possible effect of the strike on main academic processes. Some measures are indicators of the quality of the academic experience, while others are indirect measures of learning. A more extensive assessment will continue during the coming semester scheduled to start in August 30 that includes: learning assessment as planned for the Fall semester, analysis of 2004 cohort graduation rates, student and professors' surveys, attrition rates, final grade reports and incompletes removal, among others.

The Dean of Administration is in charge of a follow up study to determine the cost of the effects of the stoppage on research. In addition, a detailed description of projects or experiments damaged or lost, if any, during the period affected will be produced that will include the related cost, both quantitative and qualitatively.

Fall 2010 freshmen admissions developed on the scheduled dates. By April 21 the process was completed in its primary stage. Admissions for fall 2010 reflect a planned 500 student reduction. Partial data in Table 1 show an academic profile for incoming students comparable or better than previous years. Data will be completed for a final assessment next semester.

Table 1 Academic Profile of Incoming Freshmen

Academic Year	Enrolled*	Women	4.0 High School GPA	3.9 High School GPA	Ave. High School GPA	CEEB Verbal Ave.	CEEB Math. Ave.	Ave. Entrance Index Score	Public School
2005	2,433	69%	11%	25%	3.57	584	603	309	46%
2006	2,384	65%	11%	25%	3.56	589	605	310	42%
2007	2,725	66%	11%	25%	3.59	591	607	312	41%
2008	2,817	66%	13%	29%	3.61	592	609	313	40%
2009	2,868	63%	13%	26%	3.6	590	607	312	41%
2010*	2,385	62%	N/A	N/A	N/A	602	615	N/A	39%

*Fall 2010 registration is in progress; data correspond to course selection by August 18

Furthermore, students' final grades can be used to assess the impact of the stoppage on academics. As can be noted in Table 2, incompletes doubled, though they are still a small percentage of all grades (5.4%). Note that B's and C's decreased by a fairly similar percent (4.7%). While incompletes are temporary results, they have an impact on current GPAs and students' academic progress. The rise in incompletes might be due to an attempt of professors to enable students to successfully complete course work when justified reasons were provided and as a planned effort to provide venues for students already accepted in summer internships and international experiences. The Dean of Academic Affairs will establish a plan with College Deans to follow-up completion of coursework. Table 3 presents a summary of Table 2. As may be noted, total incompletes stand out as compared to previous years.

Table 2 Undergraduate Course Grade Distribution – Second Semester

	Session					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	%	%	%	%	%	%
N/A	0.1	0.1	0.1	0.1	0.2	.4
A	36.5	39.4	40.0	39.5	39.9	41.5
B	24.4	24.6	25.3	25.0	25.2	22.5
C	12.6	12.0	12.4	13.0	12.7	10.7
D	2.9	3.0	3.0	3.3	3.5	2.9
F	2.4	2.4	2.6	3.7	4.4	4.1
F*	2.9	2.6	2.6	3.5	3.1	3.4
IB	0.2	0.1	0.2	0.2	0.2	0.4
IC	0.6	0.5	0.5	0.5	0.5	1.2
ID	0.4	0.5	0.4	0.4	0.4	0.8
IF	1.3	1.2	1.2	1.3	1.4	2.8
INP	0.1	0.0	0.1	0.0	0.2	0.2
NP	0.0	0.0	0.0	0.1	0.1	0.1
P	3.6	3.1	1.6	1.6	1.8	1.6
W (course withdrawal)	8.8	8.1	7.6	5.2	4.3	4.6
Ws total withdrawals	2.9	2.4	2.2	2.3	2.3	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
N= total grades	72,595	68,268	64,249	63,696	63,710	65,147

Table 3 Undergraduate Course Grade Distribution Summary – Second Semester

	Session					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	%	%	%	%	%	%
N/A	0.1	0.1	0.2	0.1	0.2	0.4
Success	81.4	83.2	83.5	83.6	84.1	81.7
IF-INP	1.3	1.2	1.3	1.4	1.6	3.0
Failure and Ws	17.1	15.5	15.1	14.8	14.1	14.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
N=	72,595	68,268	64,249	63,696	63,710	65,147

Success includes: A, IA, B, IB, C, IC, D, ID, IP, IPB, IPN, P, PB, PN and PS. Failure includes: F, F*, NP and NP*.

Other pertinent measures that monitor academic achievements and progress are the amount of total withdrawals and student semester GPAs. Table 4 below shows the amount of undergraduate total withdrawals on second semesters. The proportion of total withdrawals is similar to previous years.

Table 4 Undergraduate Total Withdrawals Second Semester

Academic year	Enrollment	Total Withdrawals	Total Withdrawals %
2004-05	16,452	605	3.7
2005-06	15,210	480	3.2
2006-07	14,455	412	2.9
2007-08	14,364	413	2.9
2008-09	14,406	419	2.9
2009-10	14,594	436	3.0

However, semester GPAs are somewhat lower, as shown in the Table 5. Yet, as mentioned above, incomplete grades are pushing GPAs down and an intensive follow up process will be implemented.

Table 5 Undergraduate Average Semester GPA - Second Semester

Academic year	Semester GPA Average
2004-05	2.73
2005-06	2.80
2006-07	2.78
2007-08	2.71
2008-09	2.72
2009-10	2.69

A total of 2,544 first year students were admitted for the incoming semester, as shown in Table 6, while course selection (enrolled) has been completed to date by 2,385. Final enrollment data will be available the first week in September. Assessment results reported above show that up to this point the “no show” behavior or percent decline after admission is similar to previous years. As was stated before, admission letters were mailed by April 21 and undergraduate admission processes were continued during the stoppage period. Table 1 presented a partial academic potential profile of admitted students, which is similar or better guaranteeing a first rate pool of incoming students.

Table 6 Freshmen Admission Process Results

Year	Admitted First Round					Other Admissions		TOTAL Freshmen Admitted	Enrolled
	Total	Reserved		Declined		Admitted by Reconsideration	Admitted to Special Programs		
		N	%	N	%	N	N	N	N
2008	2,471	2,221	90%	250	10%	568	167	3,206	2,817
2009	2,522	2,251	89%	271	11%	684	181	3,387	2,868
2010	2,277	2,050	90%	227	10%	128	139	2,544	2,375*

* 2010 Enrollment in progress; data corresponds to students in registry file as of Sept. 2.

Regarding graduate admissions, the graduate admission’s notification letter was published on the Graduate Electronic Admissions System by April 17. Thereafter, the Office of the Dean of Graduate Studies and Research (DEGI Spanish acronym) provided ongoing communication with admitted students via email. Of the 1,131 admission applications, 817 were admitted and 89% of these confirmed their acceptance of admission, comparable to previous years. As of September 2, 2010, with enrollment in progress total enrolled graduate students amounts to 3,611 compared to final enrollment in August 2009 of 3,610 students.

Continuation of processes during and after the stoppage – activities

When the strike began the semester was 80% complete, 15 weeks compose a semester (forty five semester hours are allotted to a three credit hours course). Thus, a total of nine to ten hours of continuous learning and interaction were initially lost on account of the stoppage. However, the Action Plan referred to in previous paragraphs was swiftly put in place to safeguard essential services and to keep as much continuity as possible. Major activities during and immediately following the stoppage were designed to address multiple needs, as follows:

Exchange and international students

This group was given support and special arrangements individually given their particular needs of complying with VISAs and departure dates. Protocols to assist them with housing and academic issues were put in place. The international students (59) received guidance on their Visa status, housing and instructions for finishing the courses before the expiration of the Visa. On **May 12**, the Deanship of Academic Affairs issued instructions to the Deans and Registrar to identify foreign students and students who were going on internships during summer or to study abroad. Appendix 14. Based on this information, the Registrar prepared a “Grade Certification Request” that was distributed by the Deanship of Academic Affairs to all college Assistant Deans for Students Affairs, to be sent to the professors. On **May 25**, the Interim Chancellor issued the letter titled “Academic Processes in place until July 31, 2010.” Appendix 4. It addressed procedures for fulfilling course requirements of exchange and foreign students. Cases were evaluated on a one by one basis so as to determine and provide special conditions

for professors to advance classes and class work and officially submit a grade. Department chairs and assistant deans followed this process. Appendix 15.

Degree Candidates

The May 25 Chancellor's letter also addressed degree candidates admitted to graduate programs abroad, internships, and study abroad trips. Students who had completed graduation requirements in December 09 and were taking elective courses were also considered. Faculty and assistant deans were designated to follow up, contact professors, and evaluate the students' situation on a one to one basis. Professors were given instructions on the rigor expected in the fulfillment of the 9-10 remaining hours and requested to sign the grade registration document certifying that the course hours and requirements had been fully met. Certificates were submitted in the Deanship of Academic Affairs in continuous communication with the Registrar. This process resulted in 2,657 grades given to students on the categories described above. A total of 308 Graduation Certificates were issued by the Registrar to students who completed their graduation requirements as of June 30, 2010 because they were subject to extraordinary conditions that required prompt attention to their academic needs, for example acceptance in international graduate programs that required Visa transactions on time. Appendix 16.

Graduate students theses and dissertations

DEGI coordinated efforts to provide space and equipment for thesis and dissertations presentations in Plaza Universitaria. In some cases academic programs made special arrangements for thesis presentations in alternate locations, such as the Centro para Puerto Rico, Centro de Estudios Avanzados de San Juan, Instituto de Neurobiología (RCM), Business Center of Puerto Rico, Asociación de Médicos, El Verde Field Station, Seminario Evangélico, Medical Sciences Library, Luis Muñoz Marín Foundation, and the Carnegie Library.

A minimum of 74 thesis/dissertations were defended. At least 45 students completed their thesis requirements, and the Programs informed that supervision continued for 150 ongoing thesis. Those numbers represent a reduction in thesis defended compared to a regular semester. Thus, the Fall 2010 course offer was designed to include an increase of close to 100 thesis sections compared to Fall 2009, especially in the Colleges of Social Sciences and Education.

Graduate students summer workshops

The Annual Graduate Student Summer Workshops for research and teaching assistants took place as regularly scheduled and 82 graduate students participated, close to 85% of the usual attendance. These sessions are crucial prior to the beginning of fall semester since priority is given to graduate students on a teaching assistantship or that start their research project the

following semester. Also, they received their summer stipend. Attendance and faculty participation proved comparable to previous years.

Research activities and External Funds

Research conducted at the Natural Sciences Building continued as normally as possible, though hours dedicated and working conditions were far from optimal. Academic programs located at other buildings made special arrangements to provide feedback to students and carry out their thesis research from alternate locations. Access protocols issued by the Chancellor specifically addressed the needs of continuation of research in Campus. Professors reported students having worked on 36 student publishable articles.

Thirty eight FIPI proposals were received (FIPI is DEGI's fund to incentivize research, specially of new hires) of which 25 were approved for \$645,990, within the usual range, and 10 mini grants were received of which 7 were approved for \$35,000.

The Assistant Deanship of External Funds (DAFE by its Spanish acronym) assisted approximately 30 professors during the strike to submit proposals and projects' annual reports, among other crucial support activities. As a result, between April and July 2010, UPR-RP submitted proposals totaling \$22,084,295. Federal grants awarded between January and July totaled an unprecedented amount of \$22,656,477 with a notable contribution from the Colleges of Social Sciences and Natural Sciences.

The Action Plan for Standard 11 contains the Schedule of Institutional and Departmental Grants to continue with the research agenda in fall 2010. Some of the proposals are in the pre-planning stage, others already submitted and pending, and others in process of being submitted.

Student Services

Registrar's Office:

The Registrar's Office provided services at Plaza Universitaria *One Stop Shop*. A total of 827 transcripts were processed as requested. Also, 308 Certificates of Degree Completion were issued to students who completed requirements for the degree as of June 30.

Financial Assistance

Nine employees of the Office of Financial Assistance provided services at Plaza Universitaria and distributed, collected and processed a total of 6,379 Financial Assistance Forms. The Dean of Students made sure that student services followed regular hours and were available daily.

Student Housing and Counseling

The facilities of Torre Norte Student Housing were available for international, foreign and other students; a total of 57 students used the facility. Personnel of the Department of Counseling Services from the Deanship of Students were available to provide services to students.

Health Care

During the period in question, the Department of Health Care provided services and assisted an average of three patients on a daily basis. In addition, meetings were held with the evaluation team to renew the proposal against Domestic Violence; the medical personnel received training on Family Planning; the protocols to transfer patients to hospitals outside the university were updated; the contracts with two neighboring hospitals (Auxilio Mutuo and Pavia) were renewed, a new nurse was hired on May 3.

Athletic Activities

The Athletic Department obtained facilities outside the university so that students athletes were able to continue with the track and field, judo, swimming, basketball, baseball, and soccer practices. These athletes participated in several activities and competitions, such as: Penn Relay from April 21-25 at the University of Pennsylvania; Competencia II Circuito Nacional on May 1, in San German, Puerto Rico; Competencias Nacionales from May 14-15 in San German, Puerto Rico. In addition, these students participated in the Juegos Centroamericanos y del Caribe 2010, obtaining 4 gold medals, 2 silver medals, and 4 bronze medals, while 11 were finalists.

Student Council Elections

After the stoppage, Student Council electronic ballot was extended until July 21 and the Deanship of Students monitored and promoted participation. As of August 5, the Colleges Student Council were in place, except for the College of Humanities and the College of General Education, due to lack of student participation. The General Student Council elected officials were certified on August 13, 2010.

Student Ombudsman

The Student Ombudsman was present and available during the period in question. At least five students requested his services on issues not directly related to the student strike.

Library

During the stoppage, the Library of the Graduate School of Planning at Plaza Universitaria hosted administrative library activities such as library loans and dissertation deposits.

Admissions

Orientation and follow up was offered to new admissions and late admission prospects on a daily basis through representatives from the Admissions Office.

Activities by colleges and schools

With respect to academic offerings in general, the Chancellor's letter to Deans and School Directors of **July 6**, a day before classes restarted, accentuated the need to comply with approved course syllabi and the Institution's commitments to rigor and depth. Appendix 6.

Professors were requested to provide due office hours and computer lab hours were extended. All administrative offices followed regular semester hours. A period for final exams was added to lecture time and library services were offered on the usual schedules. The Chancellor communicated emphatically the requirement to comply with the rigor and depth of our curricular offerings and announced the revised calendar. Circular Letter 9 of the Dean of Academic Affairs during the first week of classes, **July 9**, urged professors to use the time provided in the new calendar as a space for complying with the rigor, continuity, and contact hours required by each course and for giving students the support needed to achieve specified course learning objectives. Appendix 17. The Deanship of Graduate Studies and Research emphasized the communications sent by the Office of the Chancellor to the institutional community informing and requiring graduate programs to comply with licensing and accreditation requirements related to academic program continuation. The 2009-2010 second semester concluded in **August 9**. Appendix 6.

After the stoppage, the Deanship of Academic Affairs and the Deanship of Graduate Studies and Research requested colleges and schools a summary of academic strategies followed to ensure quality and completeness of academic offerings during and after the closure. Communication of professors with students had continued to a large extent. The results are summarized in Appendix 18 as well as the detailed account of activities by colleges and schools. Colleges and schools declared that graduate and undergraduate professors in general had kept close contact with students during the strike through e-mail, online discussions, and other online tools such as films, videos using available platforms (Blackboard, Skype, Facebook, VClass, and Moodle). Some courses used Google docs to upload and share documents and facilitate the correction of student works and theses. A number of professors maintained the original schedule on outside facilities and finished 9 contact hours in May. Others, as described above, maintained a looser but continuous communication, which bridged the July class sessions of the revised calendar with the previous interrupted semester.

All activities outside campus continued uninterrupted: the School of Law continued the practicum, seminars, and forensic practices outside of the Campus, and study abroad trips; Education students enrolled in their pre-practicum and practicum experience were not affected by the student strike; Colleges of Natural Science and Social Sciences conducted field trips and class meeting at other facilities (for example, Geography courses and BIOL 3410 and BIOL 4486 assigned to professor G. Nazario , MATE 6602, MATE 6615 and MATE 6990 assigned to Dr. I. Pericchi, and BIOL 6990 of professor C. Restrepo); courses of Art History and Cultural Administration had guided tours and special classes in galleries and in the Museum of Contemporary Art. The students of the course GECU 6994 – “Production of International Events” developed their final projects in the Festival of the Word, which was held in San Juan from May 1-6 2010.

Moreover, the Division of Continuing Education and Professional Studies (DECEP) continued its standard second semester offering of 5 trainings, 6 professional certificates, 10 courses, 2 conferences and 2 study abroad trips. Twenty different offerings were rescheduled. Only one activity was cancelled. The summer *Gallitos* program for children and young adolescents took

place in a private school facility. The Laboratory School of the School of Education had almost covered the State Department of Education required second semester hours by April 21. After the stoppage time was scheduled from **August 2 to 13** to provide options to students for completing requirements, academic advising and reinforcement.

On **July 7**, 2010 classes resumed. The academic calendar was revised and new deadlines were assigned for final exams and grades. Professors declared to have provided extended office hours. Those who had made some progress on their classes during the strike used the time provided to wrap up subjects. All laboratory work, presentations, reports, exams, and projects were completed. For example, the School of Architecture and the Department of Fine Arts extended hours of their design, painting, drawing and engraving workshops to meet the required contact hours and to provide additional time for students to work on their final projects.

Foreign visiting and tenure-track professors

Foreign visiting and tenure-track professors were given support and special arrangements individually. The J-1 program (status) of 3 professors was extended until June 30, 2010. We continued monitoring our J-1 exchange visitors on the SEVIS system. We issued new Certificates of Eligibility for Exchange Visitors (J-1) with starting dates of August 1, 2010 and beyond, except those issued before the student strike. We sent one H-1B status renewal during the student strike and established, as requested by the Chancellor and in accordance with Visa Program, the Legal Assistance Office and the Human Resources Office a mechanism to continue with the procedures established by the US Department of Labor towards the renewal of the H-1B status of two professors.

Faculty

Travel plans to attend international meetings continued unaltered. The School of Architecture held the symposium, "Live and Think the Modern City", during April 29 through 30 at the facilities of the Association of Architects with the participation of six speakers from Mexico, Dominican Republic, Colombia, Peru, Poland and Germany. Other three lectures that the School had scheduled with visiting speakers were also held at the facilities of the Association of Architects. The speakers were Brian McGrath, from NYU on April 21; Michael Sorkin from CUNY on May 5; Nader Therani from MIT on May 10, from Parsons New School of Design.

Assessment of learning was implemented as scheduled in various departments. For example, the English assessment project of the College of General Studies gathered data as planned through an essay test for writing skills at the end of the semester in July. This completes a pre-post-test General Education project which is now under analysis. Appendix 19 presents the learning assessment work done by various departments. Since student participation was comparable to that of previous semesters, professors understood that conditions were conducive to continue the assessment process. The Deanship of Academic Affairs will follow up

on the status of all programs in reprogramming assessment and analyzing and discussing learning results. Assessment of learning activities due next semester will be continued and compared to last year's results. It is to be noted that the Institution has recently completed its first cycle of assessment in articulation with its bachelor's degree revision.

Activities, during and after the stoppage, described in this section and initial assessment findings document the continuity of the learning process that took place. Initial assessment findings measures are reinforcing. Continuation of educational offerings to achieve learning objectives as of the fall semester is contingent on compliance with Standard 4 in keeping to the culture of an Open University, and on having sufficient institutional resources and administrative effectiveness to advance the academic processes successfully. Additional students learning and institutional assessment activities as planned and presented in this section to evaluate the effects of the stoppage are central and will be completed to identify any major areas that the institution needs to address promptly. The Action Plan includes a series of sessions with Faculty during the incoming semester to clarify the implications of Standard 11 and its relation to accreditation and Federal Department of Education norms.

Section 4 Standard 3: Institutional Resources

The Río Piedras Campus of the University of Puerto Rico (UPR-RP) has addressed a significant budget cutback for the present academic and fiscal year, 2010-2011, with a series of short term measures directed to safeguard, in first place, the educational offerings to the students and, secondly, the minimum operational funds to cover campus expenses. The campus budget for the present year amounts \$235,807,671. The budget reduction was \$39,295,041 which represents a 14.22% cut relative to the 2009-2010 budget. Approximately, eighty five (84.8%) percent of the budget goes into salaries and fringe benefits, for both faculty and non - faculty personnel, distributed in 96% for permanent employees and 4% for service contracts and additional compensations. Fifteen (15.2%) percent will be available for other costs including electricity, water, maintenance, security, materials and equipment, and for educational and students' related activities such as library acquisitions, collections and electronic resources, students' medical insurance, graduate students' assistantships and the institutional fund to stimulate research. Balancing UPR-RP budget required the implementation of Board of Trustees' certifications (2009-2010) 134 thru 144 and certifications 146, 148 and 153 (included in Additional Documents). However, the University of Puerto Rico (UPR) will have to pay the 100% Christmas bonus, as established by Puerto Rico laws, according to a most recent information provided by Central Administration, Office of Budgeting. A point of uncertainty is UPR current negotiation for the medical plan insurance. If the end result is that UPR contribution remains at the level of 2009-2010, that is ~ \$549/per employee/month, our corresponding budget line will be balanced. However, if the contribution increases to \$643/per employee/per month, the budget line will be insufficient by approximately \$1.7M. Overall, this adds to \$3,760,152 that either the campus or the Central Administration will have to identify

for UPR-RP to break even at the end of fiscal year 2010-2011, otherwise this insufficiency will be carried out to fiscal year 2011-2012. Table 7 gives a historical account of the UPR-RP budget from 2009-2010 to 2010-2011 and explains the various budget adjustments. Budget distribution for the campus for 2010-2011 is presented in Table 8. Under the present scenario, it is imperative that UPR and also UPR-RP make extraordinary efforts to identify new funding sources, do major academic and administrative reorganizations to operate, effectively and efficiently, with fewer fiscal resources and implement strict measures for expenses control.

Table 7 Historical account of 2009-10 to 2010-11 Budgets

Base Budget Fiscal Year 2009-10	\$275,102,712
Minus No-recurring Transfers – Technology Fund	(980,689)
Recurring Budget 2009-10	\$274,122,023
Minus Adjustment to the 2009-10 Budget	(5,506,021)
Adjusted Budget 2009-10	\$268,616,002
Minus other adjustments:	
Freezing of vacant Faculty/Non-Faculty positions produced from retirements	(8,265,111)
Reduction of Christmas bonus (50%)	(568,349)
Reduction HEEND (100%)	(568,349)
Reduction professors’ stipend (100%)	(729,888)
Reduction Sick Leave Excess (100%)	(6,695,980)
Reduction Retirement System Contribution	(2,900,000)
Reduction of 5% to service contracts, additional compensations, administrative functions compensations	(1,088,472)
Total of budget adjustments	(10,500,379)
Approved Rio Piedras Campus Budget – Fiscal Year 2010-11	\$235,807,671

Table 8 Budget Distribution for the Campus for 2010-2011

UNIVERSIDAD DE PUERTO RICO RECINTO DE RIO PIEDRAS				
RESUMEN RECINTO DE RIO PIEDRAS DISTRIBUCIÓN 2010-11				
1	2	3	4	5
CÓDIGOS Y DESCRIPCIÓN	PRESUPUESTO ORIGINAL AF 2009-10	PRESUPUESTO RECOMENDADO AF 2010-11	DIFERENCIA (COL 3 - COL 2)	% DIST AF 2010 11 (COL 3)
5020 - Sueldos Personal Docente	\$ 89,972,670	\$ 73,413,432	\$ (16,559,238)	
5020 - Sueldos Personal Docente por Contrato de Servicios	-	5,111,838	5,111,838	
5040 - Compensación Personal Docente	5,464,160	2,304,131	(3,160,029)	
5060 - Bonif. y Ajustes-P. Doc. - Exc. Lic. Enf. Y Bonif. Dir.	5,935,315	1,253,445	(4,681,870)	
5100 - Sueldos Personal No Docente	69,585,009	64,275,616	(5,309,393)	
5130 - Compensación Personal No Docente	290,445	503,366	212,921	
5150 - Bonif. Ajustes-Pers. No Doc.-Lic. Enf. - Bono HEEND	2,771,723	-	(2,771,723)	
5160 - Otros Pagos-Pers. Doc. y No Doc. - Bono Navidad	4,230,146	1,805,836	(2,424,310)	
5190 - Jornales a Estudiantes	2,427,235	1,391,301	(1,035,934)	
TOTAL SERVICIOS PERSONALES	\$ 180,676,703	\$ 150,058,966	\$ (30,617,737)	63.64%
5200 - Aportaciones Patronales-Federales y Estatales	15,146,193	13,693,967	(1,452,226)	
5260 - Otros Aportaciones Patronales - Retiro	17,288,044	15,996,822	(1,291,222)	
5273 - Aportación Patronal al Seguro Médico de Empleados	18,607,783	20,158,319	1,550,536	
5300 - Lic. Ayuda Económica	200,000	-	(200,000)	
5340 - Otros Beneficios - Obvenciones General	883,140	10,000	(873,140)	
TOTAL APORT. PATRONALES Y OTROS BENEF.	\$ 52,125,160	\$ 49,859,108	\$ (2,266,052)	21.14%
6020 - Materiales	6,568,457	4,659,763	(1,908,694)	
6070 - Materiales Referencia Bibliotecas	4,146,339	3,977,905	(168,434)	
6080 - Piezas y Acc. para Rep. Equipos	13,000	92,000	79,000	
6100 - Gastos de Mantenimiento	4,700,151	2,599,169	(2,100,982)	
6140 - Gastos de Arrendamiento	15,000	205,415	190,415	
6160 - Servicios de Comunicaciones	502,200	627,550	125,350	
6171 - Teléfono	886,050	546,976	(339,074)	
6200 - Serv Profesionales, Consultivos y No-Profesionales	2,213,170	1,963,220	(249,950)	
6300 - Otros Servicios y Gastos Misceláneos	82,800	82,390	(410)	
6314 - Cargos Bancarios	-	-	-	
6364 - Seguro Médico Estudiantes	1,473,374	1,473,374	-	
6370 - Primas, Fianzas y Seguros	10,000	-	(10,000)	
6381 - Electricidad	12,532,840	12,532,840	-	
6382 - Agua y Alcantarillado	1,600,000	1,600,000	-	
6384 - Combustibles	126,050	130,100	4,050	
6385 - Recogido de Basura	-	-	-	
6400 - Gastos de Viaje y Dietas en Misiones Oficiales	695,208	382,000	(313,208)	
6500 - Gastos Proyec Institucional y Activ Comunidad Univ	91,000	141,300	50,300	
6530 - Gastos Acreditacion	116,500	83,391	(33,109)	
7110 - Adquisiciones Biblioteca	1,088,262	973,980	(114,282)	
7300 - Equipo Menor-No Capitaliz (\$200<=Costo<\$1,000)	280,000	155,795	(124,205)	
7500 - Equipo Capitalizable (Costo>= \$1,000)	1,378,189	6,500	(1,371,689)	
8010 - Becas, Estipendios y Proyectos Especiales	2,769,040	2,807,090	38,050	
9040 - Aport. o Transf. Univ.	216,090	24,010	(192,080)	
9980 - Transf Fdos (Entrad/ Salid)-Uso Exclus Ofic Presup	797,129	824,829	27,700	
TOTAL SERV. Y MATERIALES Y OTROS GASTOS	\$ 42,300,849	\$ 35,889,597	\$ (6,411,252)	15.22%
TOTALES	\$ 275,102,712	\$ 235,807,971	\$ (39,295,041)	10.00%
				Cambio Porcentual
				-14.23%

There is an employee's generational change at the campus as evident from the number of personnel retiring. On year 2009-2010, 124 employees retired freeing the amount of \$8,265,111. For the current year up to August, close to 75 or more employees have presented their petition for retirement. Even though the campus will have to pay the retirement package (and fairly enough) to those employees, for the next year approximately \$11,448,786 will be freed (vide infra). To accommodate for potential vacancies in some offices and excess personnel in other, the campus is putting in place a procedure for personnel reclassification. Salary incentives will have to come from economies once the retirement package is paid to retirees together with intensive personnel training in administrative matters (and others as necessary) since most of non-faculty retirees have administrative tasks.

To guarantee an educational offering with the goal that every full-time student had the minimum academic load, 12 credits for the undergraduates and 8 credits for the graduates, a set of guidelines were given to the colleges and schools to plan the academic course offerings according to the particularities of their academic programs and specific students' needs. These guidelines were in the form of actions that once implemented could result in cost reductions. The list of guidelines is summarized in Appendix 20, Circular 11, 2009-2010, from the Chancellor. The students' registration process was monitored on daily basis and adjustments to the course roster were made based on course demands and threshold capacity. For lecture courses, in multiple class sections the minimum number of students was raised to 30; it was kept in 20 in single class sections. Other measures were implemented or are in progress, such as:

- Web surveys to determine actual student needs for courses to increase effectiveness on course scheduling
- Revision of the minimum number of students in all courses besides the lectures ones
- Maintain close communication with students to provide alternative course sections
- Transfer of students to alternative course sections
- Web-based waiting lists for students to sign in for desired but unavailable course sections

As a result, and as of August 27, 2010, 17,979 students completed their course selection, out of this figure, 3,579 were graduate students and 14,400 were undergraduates. A total of 16,106 (89.6%) students paid their registration from personal incomes or with the assignment from the Pell Grant. Closed to eighty three percent (82.5%) of the undergraduate students had an academic load of 12 credits or more while 68% of graduate students had a load of over 7 credits. Table 9 shows average course load by academic level. Another action taken by UPR-RP administration was to reduce new admissions from high school and transfers from UPR colleges and institutions. New students from high schools and transfers amounts 2930, a planned decrease of approximately 14% from previous year, based on expected resources. However actual reduction will have to be calculated once the registration process for fall 2010 finishes. For UPR system, tuition revenues are around 13% of the General Fund for operational costs, consequently, UPR-RP must exercise a careful a balance between available resources and total number of students. The registration process still continues and was extended to Friday,

September, 3rd due to the Earl Hurricane emergency. The courses offering totals 4,506 compared to 4,688 sections last year, a 4% reduction. Seventy percent (70%) of the courses are undergraduates, from which 64.8% are lecture courses. For the graduate level, there is an increment of 5% in courses primarily thesis assignments. In a sample of 2009 undergraduate lecture courses (minimum capacity = 30 students), the students per course distribution was as follows: 6.1% has 10 students or less; 22.9% has 11-20 students; 14% has 21-25 students; 30% has 26-30 students and 27% has more than 30 students. An amount of \$7,415,969/year is allotted for service contracts and additional compensations to professors to maintain the as planned academic offer.

Table 9 Average Course Load by Academic Level

Academic Level	Fall 2010 registration in progress		Fall 2009 Official Enrollment		Proportion to Fall 2009	
	Average credit hours per student	Students	Average credit hours per student	Students	Average credit hours	Students
Undergraduates	13.3	14,452	13.4	15,356	99%	94%
Post-baccalaureate Certificate	6.6	42	5.6	46	118%	91%
Masters	6.3	1,976	6.3	2,000	100%	99%
Post-masters Certificate	5	8	4.6	7	109%	114%
Juris Doctor	13.5	735	13.6	738	99%	100%
Doctorate	4.4	850	4.4	819	100%	104%
TOTAL	12.1	18,063	12.2	18,966	99%	95%

One of the major concerns for UPR-RP, being a comprehensive doctoral institution with high research activity, is precisely the campus research agenda. In spite of the present fiscal situation, the campus made all efforts to maintain the institutional seed funds (Fondo Institucional para la Investigación, FIPI – Spanish acronym) to the same level as previous years; also the teacher and research assistantships. For the present academic year, close to \$4M will be distributed to graduate students in fellowships and graduate assistantships; this amount includes institutional funds and a special legislature assignment. UPR-RP also invested \$362,000 in seed research money to acknowledge prior commitments with tenure track professors and \$80,000 to renew study license for faculty and non-faculty personnel that will continue or finish their doctorate or master degrees in the present academic year. Six new faculty members were recruited for 2010-2011 to strengthen the research and teaching agendas. Also, since year 2008, the campus is seen a significant increment in professors actively seeking external funding and the level of funding approved by the donors. For instance, the number of multi-years' proposals submitted in years 2008 and 2009 adds to \$83,407,854 and \$184,492,751,

respectively. In terms of approved projects, on a single-year basis, the amount of funding received in years 2008 and 2009 amounts \$8,013,517 and \$15,709,318, respectively; mainly for research projects in the Colleges of Social and Natural Sciences. Up to date, from January thru August 2010, multi-years proposal approvals at UPR-RP add \$22,656,477.

Besides, the academic planning guidelines mentioned previously were also geared to maintain appropriate credit assignments for research. A thoroughly FTEs analysis for the Fall semester will be conducted to determine their distribution across colleges and schools in terms of teaching, research, service, administration and other tasks. Results from this analysis will guide academic offer planning for the second semester.

UPR-RP closed fiscal year 2009-2010 with a balanced budget and economies on the amount of \$8,465,472. These economies, which are non-recurrent funds and were obligated, are being used to improve campus infrastructure, to meet the needs of some of the colleges and schools, to improve students' services and for payments related to prior campus commitments (2008-2009, 2010-2011; see Appendix 22). There are ongoing building renovations on campus as part of the UPR Capital Development Plan. These include the renovation of the facilities of the Graduate School of Public Administration, the General Studies Building, Domingo Marrero (Phase 1) and the Chemistry laboratories. Felipe Janer building renovation, at a cost over \$5M, will begin in the middle of September and will house offices for professors in the College of Humanities. Both Central Administration and RRP are working to identify \$2.8M to begin the renovation of the campus Students' Center. The facilities of the Accounting department will be remodeled (\$350K) and the School of Law and Education buildings (\$700K) will be connected to the Central Chilling plant. The connection of these buildings will save an estimate of \$300,000 annually in electricity. Much needed improvements to the Electricity Plant will also be done at a cost of \$200K. On direct impact to students, a new student information and registration system is being evaluated to improve courses offering planning and the registration process management. A \$1M has been allocated for this purpose. With funds from a DE-Title V grant, *Expanding Opportunities for Hispanics in Graduate Education*, a "Graduate Students Learning Commons" will be established in the campus General Library, José M. Lázaro by the end of 2010. An electronic system for overall grants administration and compliance is under consideration (\$300K).

The present fiscal situation deserves a careful prioritization within the context of the campus strategic plan, University 2016 (U 2016). Those priorities will have to link to carefully chosen and designed projects; precise benchmarks for those projects will have to be identified. Projects that involve academic and administrative reorganizations with none or small fiscal impact could be done ahead. Also, ongoing assessment initiatives to address and demonstrate student learning will need to continue as planned. Projects with significant fiscal impact will require longer times for implementation as resources will have to be freed, reallocated or newly identified. In light of the present and foreseen fiscal constraints, for the next two years, vital **Strategic priorities** (all within U 2016 framework) will be to: (1) maintain or increase the level of research, (2) improve the campus technology infrastructure and (3) provide high quality student services and programs. **Institutional priorities** such as administrative-academic

reorganizations and on-going projects for infrastructure improvement must be completed, and efforts to increase and diversify incomes portfolio must be intensified and aligned to strategic actions and institutional priorities. An example of a current initiative that shows leverage of institutional resources to achieve strategic and institutional goals is a proposal submitted to DE - Title V to create an Undergraduate Research Program to foster research among bachelor students in the colleges of General Studies, Education, Humanities, Business Administration and Social Sciences. Besides, the campus technology fee paid by all students that amounts close to a \$1M/year for UPR-RP provides adequate resources to address campus pressing needs in technology infrastructure and in technology-driven student services. As the strategic planning agenda is retaken an evaluation of the same process of strategic planning and benchmarking is also essential. Nonetheless, as a new campus Chancellor will be appointed by October 2010, a thoroughly analysis of projected initiatives will have to be made together with the strategies to freed or identified potential funding.

As stated before, the uncertain economic context that frames the next five years is a challenge to institutional and strategic planning. The UPR System faces the most serious fiscal situation in its history. UPR-RP must increase and diversify its funding portfolio to lessen the impact of budgetary constraints such as the current fiscal decline but also must look closely internally on its administrative and management operations and academic offerings and policies. For UPR-RP, this situation must be seen as an opportunity to undergo must needed and long sought transformations. In the academic sector and in a short term, UPR-RP will have to:

- decide whether to transform, closed or put in moratorium academic programs in low demand.
- structure academic programs curriculum, particularly those with fewer students, to advance students at a reasonable path while reducing costs on academic offerings.
- approve a new policy for graduate studies (presently at the Academic Senate) to provide graduate programs with the flexibility to adapt their programs to diverse student populations, enhance quality and competitiveness, increase graduation rates while reducing operational costs.
- make alliances with other higher education institutions including UPR small colleges to better articulate students transfer, exchange courses or even offer some of the bachelor and graduate degrees in extension.
- leverage resources while providing advanced graduate students (ABD) the opportunity to teach basic introductory courses.

In a medium term, UPR-RP will have to look into expanding its academic offerings through on-line education, increase students recruitment, particularly Hispanics and international students, and expand/transform its continued and adult education programs. These three areas are opportunities for UPR-RP, which if implemented with well-designed strategies, initiatives and objectives, and thru strategic alliances with other institutions could bring additional funding and new applicants for the academic programs.

In the administrative sector, UPR-RP needs to look into:

- the library system and technology division operations
- number of FTE dedicated to administrative tasks
- reorganization and optimization of physical spaces
- alternatives to reduce electricity consumption
- incorporation of technology in the institution management at all levels
- reduction of unnecessary bureaucracy
- evaluate subsidized operations and take appropriate actions
- close evaluation of operational costs at campus and units levels

As the agenda for research continues and the proper support structures are put in place, faculty participation to compete for more external funding is expected to increase, adding to the campus budget base thru indirect costs, the support of research projects and the Intramural Practice program. Proper support to faculty especially in the overall activity of seeking and procuring external funding including project conceptualization, identification of funding sources, writing/editing/proofreading and project administration is crucial to fully achieve this goal. Fundraising must be strengthened and the campus must take advantage of PR Government Act 113, July 16, 2008 that provides a tax deduction incentive to donors to UPR. Most recent Fundraising efforts have resulted in:

- The collection of approximately \$142,000.00 for the *Scholarship Fund for Graduate Studies and Research*, *Historic Quadrangle Rehabilitation*, the *Centennial Park*, the *University Sports Pavilion*, the electronic *Alumni Magazine* and activities for alumni, as well projects for the faculties and graduate schools.
- The *Graduate Students and Research Grant Fund* which have pulled together \$360,475.57 since its establishment in 2003 and have contributed to 25 grants in the last four years, specifically for master's and doctoral students. Each of thirteen students received \$20,000 to complete their studies in Biology and Chemistry; the remaining students received \$5,125 each. This year the fund will receive \$50,000.00 from fundraising efforts.
- The clock and carillon tower restorations fundraising campaign collected \$234,000.00 for the 70th anniversary of the tower.
- The institutional data base now includes 130,000 alumni records, 73,000 updates and 18,000 e-mail addresses.
- Sales from the Centennial Account, which includes merchandise with UPR trademarks and logos, is now at \$10,000.
- \$15,000 was donated to support the Paquito Cordero Collection, Radio Universidad, and the School of Communication.

Priorities for fundraising needs to be revised and new ones must be aligned with strategic actions and institutional priorities to leverage campus resources.

To effectively incorporate the campus community into the discussions and debates about the present fiscal situation, the challenges and opportunities that it represents and the required affirmatives action to procure UPR-RP continuous development and growth, the Interim Chancellor has created a budget advisory group of faculty experienced in finance, accounting, human resources, strategic planning, economy and administrative law that will propose costs reduction and revenue increase strategies for the short and longer terms. The Academic Senate, in the September meeting, will also appoint a committee to work on academic proposals and policies. These two groups will interact and will produce proposals for discussion with the campus community. Both tasks force will work with a calendar of meetings, events and deadlines for affirmatives action. To ensure campus community participation, a strategy will be designed with the collaboration of the Academic Senate, the Administrative Board, and the Center for Academic Excellence, the four Executive Deans (Academic Affairs, Students, Graduate Studies and Research and Administration) and the Human Resource, Finance, Budgeting and Communication Offices. Also, technology tools such as the Web page, Blogs, Facebook and others deem appropriate will be used to maintain a constant ideas exchange.

The fiscal situation has also demanded a more intense communication agenda with schools, colleges and students. Prior to this academic year, 2008-2009, the Budget Director and Dean of Administration have repeatedly visited schools and colleges to inform and answer questions and concerns about the UPR and UPR-RP fiscal situation. As the fiscal crisis became more acute, the Budget and Finance Directors also talked and oriented the colleges and schools Deans and Assistant Deans of Administration. More recently, the Interim Chancellor has made various presentations to the students' representatives, the Academic Senate and has participated in Faculty and non-Faculty meetings (Maintenance supervisors, Security guards, Directors of administrative offices, Personnel from the Deanship of Students) across campus. An agenda of "Meetings of the Chancellor with Faculty, Students and Staff" is in progress to open up a space for dialogue and new ideas to emerge concerning budget allocation and priorities. Appendix 23. The Budget Projections for the fiscal year 2010-2011 was approved by the Administrative Board on August 6, 2010. Appendix 24. The Campus web page is continuously updating related information. The budget projection for the next five years appears in Table 10, by budget line and in Table 11 by percentage.

Table 10 Projected Budget by Expenses Category

	2010-11	2011-12	2012-13	2013-14	2014-15
I. Faculty Salaries and wages	\$ 82,082,846	\$ 77,350,496	\$ 79,223,772	\$ 80,217,422	\$ 81,231,280
Regular positions	\$ 73,413,432	\$ 69,101,994	\$ 70,693,111	\$ 71,494,694	\$ 72,310,445
Service contracts	\$ 5,111,838	\$ 4,863,651	\$ 5,030,023	\$ 5,143,274	\$ 5,260,086
Additional compensations	\$ 2,304,131	\$ 2,192,262	\$ 2,267,254	\$ 2,318,301	\$ 2,370,953
Stipend administrative functions	\$ 1,253,445	\$ 1,192,589	\$ 1,233,384	\$ 1,261,153	\$ 1,289,796
II. Non-Faculty Salaries and wages	\$ 66,170,283	\$ 62,210,510	\$ 63,557,814	\$ 64,198,746	\$ 64,848,794
Regular positions	\$ 64,275,616	\$ 60,407,832	\$ 61,701,545	\$ 62,300,684	\$ 62,907,623
Additional compensations	\$ 503,366	\$ 478,927	\$ 464,067	\$ 474,516	\$ 485,293
Hourly students	\$ 1,391,301	\$ 1,323,751	\$ 1,392,202	\$ 1,423,547	\$ 1,455,878
III. Employee Fringe Benefits	\$ 51,664,945	\$ 48,409,426	\$ 49,292,707	\$ 49,612,461	\$ 49,931,230
IV. Operational Expenses	\$ 35,889,597	\$ 29,166,655	\$ 30,164,366	\$ 30,843,515	\$ 31,544,022
V. Strategic Actions and Priorities	\$ -	\$ 7,221,798	\$ 9,794,926	\$ 12,385,663	\$ 15,090,999
TOTAL	\$ 235,807,671	\$ 224,358,885	\$ 232,033,584	\$ 237,257,808	\$ 242,646,326

Figure 1 shows five year projected budget by the three main components, 1. Salaries and marginal benefits; 2. Operating expenses; and 3. Strategic actions and priorities.

Figure 1 Budget Allocation by Major Components

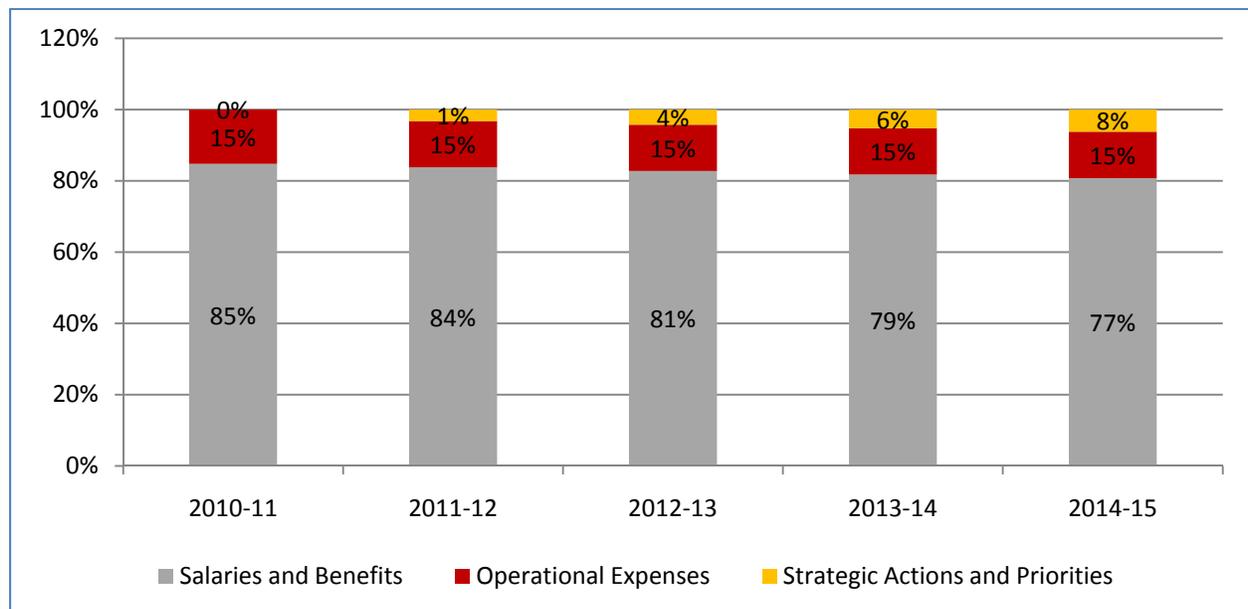


Table 11 Percentage of Budget Distribution

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
I. Faculty salaries and Wages	34.8	34.5	33.2	32.3	31.3
Regular Positions	31.1	30.8	29.5	28.5	27.6
Service Contracts	2.2	2.2	2.2	2.2	2.2
Additional compensations	1.0	1.0	1.0	1.0	1.0
Administrative Stipends	0.5	0.5	0.5	0.5	0.5
II. Non-Faculty salaries and Wages	28.1	27.0	26.5	25.7	24.9
Regular Positions/Stipends	27.3	26.9	25.8	24.9	24.1
Additional compensations	0	0.2	0.2	0.2	0.2
Work-Study Students	0.6	0.6	0.6	0.6	0.6
III. Employees Fringe Benefits	21.9	21.8	21.5	21.3	21.1
IV. Operational expenses	15.2	15.0	15.0	15.0	15.0
V. Strategic Actions and Priorities	0	1.0	3.8	5.7	7.7
Total	100.0	100.0	100.0	100.0	100.0
Salaries and Benefits	199,918,074	188,383,124	188,526,043	188,027,712	187,490,680
Operational Expenses	35,889,597	33,653,833	34,805,038	35,588,671	36,396,949
Strategic Actions and Priorities	0	2,321,928	8,702,504	13,641,425	18,758,698
Total	235,807,671	224,358,885	232,033,585	237,257,808	242,646,327
Salaries and Benefits	85	84	81	79	77
Operational Expenses	15	15	15	15	15
Strategic Actions and Priorities	0	1	4	6	8
Total	100.0	100.0	100.0	100.0	100.0

As can be seen from these tables, the campus budget will decrease for another year before it will show a modest increment that will continue, at least up to 2014-2015; these projections are based on General Fund income estimates provided to UPR by Puerto Rico government development bank. It is also evident that the budget will not reach levels comparable to fiscal year 2007-2008, just before the fiscal crisis arises. One of the main difficulties for campus realignment and reallocation of resources in the past decade has been the large percentage of the budget dedicated to salaries and fringe benefits, mostly permanent positions. By assuming that this budget category will be kept at a reasonable 77-75%, decreasing from existing 85% by personnel attrition, and that the operational costs will remain constant (15%) through reorganizations, decreasing bureaucracy and introducing more technology into campus administrative process, by year 2012-2013, the campus will see unrestricted recurrent funds that could be used for strategic actions and institutional priorities. These “new” funds could be allocated to faculty development, development of academic offerings, enrichment of students’

academic experience, research infrastructure, resources and growth, infrastructure improvement, and for personnel development and recognitions by reinstalling faculty incentives such as promotions, sabbaticals and study licenses; the same goes to non-faculty personnel. Overall this 8-10% budget allocation will provide for campus continuous development and growth as directed by the campus strategic plan, presently U 2016. Also, this budget model will allow the campus upper level administration, chancellor and 4 executive deans, to allocate new resources to the academic and administrative units based on effectiveness and performance and in alignment with their development and annual work plan.

In fact, by carefully looking at the current budget and considering the academic offering statistics from the current enrollment and registration processes up to date, it seems possible to allocate ~\$1M for faculty promotion/sabbaticals/recruitment, for faculty and non-faculty study licenses and for administrative personnel promotions. To implement this budget model, UPR-RP will need to re-take the strategic plan agenda, formalize the norms, procedures, mechanisms and timetables for executing this budgeting model, share and receive input from the campus community and establish performance indicators in collaboration with the Administrative Board and Academic Senate. In addition, UPR Budgeting and Finance Offices and the Board of Trustees will need to revise already implemented control measures. UPR will need to make a clear statement about the concept of university system emphasizing the complementary of the system not necessarily the equality, as system theory dictates.

Conclusions

A mechanism established at UPR System level, namely Board of Trustees Certification 90 (2004-2005) was supposed to preclude a campus closure. Not one single explanation can account for the unfruitful activation of some of the procedures that would have allowed the continuation of access to campus. However, the intense violence against campus guards exercised by members of the student body that took forceful control of all gateways but one, posed a serious security problem for all members of the academic community attempting to continue academic activities. The legal procedures initiated described in Section 2 did not produce expected results.

UPR-RP recognizes that the interruption of classes nearing the end of the second semester of 2009-2010 presented a nearly irrecoverable loss and a significant challenge. However, fast actions, teamwork and committed personnel allowed the continuation of activities, focused on the needs of academic community's key constituents, during the strike. Continuous widespread communication between faculty and students bridged the period of the closure with the final 9-10 hours period of classes established for July 7 to August 9, 2010 in the revised calendar. Between July 7 and August 9, UPR-RP recovered the required time to secure the continuation of classes and rescheduled deadlines for works and exams. Through testimonies presented by colleges and schools' faculty members, it can be concluded that professors approached the restituted class time with rigor and commitment to meet accreditation standards, as they were

requested by their academic leaders and by the Deanships of Academic Affairs and Graduate Studies and Research, and by the Chancellor.

A sound UPR-RP financial plan in articulation with Central Administration forthcoming plan is expected at the end of this semester as a result of the Advisory Committees' and campus community proposals to the Chancellor. As of now, the Campus has a balanced 2010-2011 budget that safeguards 2010-2011 and 2011-2012 strategic plan priorities which, as stated before are to: 1. maintain or increase the level of research, 2. improve the Campus technology infrastructure and 3. provide high quality student services and programs. This budget will also guarantee campus institutional priorities as presented throughout this document.