UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS

Monitoring Report of September 1, 2011

Date of Team Visit
September 12-13, 2011

OFFICE OF THE CHANCELLOR

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Chancellor

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Appendixes

Section 1: Introduction

A Monitoring Report, due on September 1, 2011, is required because the Commission has determined UPR-RP will "*continue probation because of insufficient evidence that the institution is currently in compliance with Standard 4 (Leadership and Governance)."* The following report constitutes the third report to the MSCHE related to the Río Piedras Campus probation status since June 24, 2010, and provides evidence to sustain UPR-RP's claim of full compliance with Standard 4. The report was drafted by an Ad Hoc Committee that included executive deans, and active and retired faculty members. The Academic Senate approved the inclusion of two elected student senators as members of this Committee (Appendix 1).

Since the Monitor Report request of March 2011, the Río Piedras Campus has secured continuity of academic and administrative operations. The second semester 2010-2011 successfully culminated on June 1, 2011, on the date agreed upon in the revised calendar of April 2011, and 3015 degrees were conferred on June 2011. At the June 2011 commencement ceremony, UPR-RP awarded 126 doctorate degrees. One new program, the Cultural Agency and Administration Masters Program created in 2009, conferred MA degrees to six students.

Academic activities for the year 2011-2012 are in full operation after the summer session and recess. Enrollment proceedings for the first semester 2011-2012 ran successfully. This semester the Campus serves over 15,000 students, of whom 20% are graduate students.

The Río Piedras Campus of the University of Puerto Rico (UPR-RP) is a public, comprehensive doctoral institution. It was founded in 1903 and is the largest (11 units) within the University of Puerto Rico (UPR) System. Its academic offerings consist of 70 undergraduate programs and 19 graduate degrees with 71 specializations in the basic disciplines and professional fields. The graduate offer includes 12 PhDs, one Doctorate in Education, and programs in Law, at both LLM and JD levels. UPR-RP grants on average close to 3,000 degrees a year. From 2005 to 2011 doctoral degrees conferred maintained an upward trend. UPR-RP is the only higher education institution in Puerto Rico classified by the Carnegie Foundation as a comprehensive doctoral and high level research university. The Campus has been the recipient of over $56M (grants' first-year only) of external funding in the last 4 years, mainly for education and training improvement, research and institutional development. In addition to its accreditation from the MSCHE and its licensing from the Council for Higher Education of Puerto Rico, UPR-RP has 57 professional accreditations (Appendix 2).

The Río Piedras campus has a total of 3,209 employees: 41 % (1,313) are faculty; two–thirds have the highest degrees from universities all over the world and 59% (1,896) are support personnel.

Administrative, Student and Advisory bodies are already organized and also in full operation. The organization structure of the UPR-RP is authorized by Section 18 of the General Bylaws of the University of Puerto Rico. The organizational chart is included in the companion documents

(Appendix 3). Section 19 regulates the nomination and responsibility of the system Chancellors. The Chancellor, who reports to the President of the University System, is the highest academic and administrative officer on Campus. Deans report directly to the Chancellor.

The primary advisory body to the Chancellor for administrative issues is the Administrative Board. The Administrative Board was established by the University of Puerto Rico, Law Number 1 of January 20, 1966, as amended. It is constituted by the Chancellor, the 8 College Deans, 4 Executive Deans, 2 Academic Senators (not ex-officio) elected by the Academic Senate, and 1 elected student representative The responsibilities of the Administrative Board include approving the campus budget projections, approving promotions, and tenure for faculty and the follow-up of the implementation of the strategic plan.

Article 11 of the Organic Law of the University of Puerto Rico of 1966, as amended, states that the Academic Senate is the official forum of the academic community (Appendix 4). UPR-RP Academic Senate is composed of 68 members of the Academic Community as follows: UPR President and UPR-RP Chancellor as "ex-officios" (The Chancellor presides the Academic Senate.); 17 ex-officio senators, which are the 8 College Deans, 4 Executive Deans, Director of the Library System (1), Director of the Department of Counseling for Student Development; 37 elected faculty senators and 12 elected student senators. The main responsibilities of the Academic Senate are the approval of academic policy and norms, the approval of new and revised academic programs, and academic structural changes and distinctions.

This Monitoring Report was disseminated in the Academic Senate meeting of August 30, 2011. Input from faculty and student members was received and considered by the Ad-Hoc Committee.

Section 2: Standard 4 – Leadership and Governance

The Monitoring Report of September 1, 2011 is expected to document *"evidence of compliance with Standard 4 , including, but not limited to (1) steps taken to improve communication and shared governance, especially in documenting how campus input is solicited and considered in decision making by senior campus administration and at the System level; (2) evidence that authority and responsibility are assigned , delegated, and shared in a climate of trust, mutual support and respect; and (3) evidence of an effective process and opportunities for student input regarding decisions that affect them, including evidence that student input is considered in decision making."* Section 2 of this report addresses Standard 4 documenting the ways in which the Campus is in compliance with Standard 4.

UPR-RP has a well-defined system of collegial governance that allows for ample constituent participation in the decision-making processes. In this collegial system, bodies such as the Academic Senate and the Council of Graduate Studies and Research, through their monthly meetings share information, discuss issues, propose solutions, and take actions within their granted or delegated authorities regarding matters that affect campus constituency and

general operations. The monthly report to the Academic Senate prepared by the Chancellor Office is also disseminated to the campus community throughout the Academic Senate webpage http://senado.uprrp.edu/.

The Administrative Board meets on a monthly basis, or as necessary, to receive and evaluate recommendations from the colleges regarding aspects such as faculty tenure and promotion, faculty sabbatical leaves and study licenses, campus budget, approval of campus strategic and operational plans, recommendations for new academic programs or programs revisions, among other tasks.

College Deans and School Directors hold faculty meetings periodically to gather input from faculty and students representatives (Appendix 5).

Actions taken to demonstrate compliance with Standard 4 will follow.

1.   Steps taken to improve communication and shared governance, especially in documenting how campus input is solicited and considered in decision making by senior campus administration and at the System level.

Steps have been taken by the senior administration to strengthen communication and shared governance with campus academic and non-academic constituencies. The process of soliciting input from Campus constituents and its consideration for decision making is documented in this Report. The actions taken are serving to improve the sharing of ideas and to strengthen bonds and trust among constituents, needed for the Institution to move forward to fulfill its mission, its strategic plan, and its commitment with excellence and shared governance.

Chancellor's Visits to Faculty Meetings at Colleges and Schools

Chancellor's visits to faculty meetings at colleges and schools were scheduled (Appendix 6) for this academic year after positive feedback was received from faculty during visits programmed during the last academic year (Appendix 6). Traditionally, College deans and department directors have been the carriers of faculty and staff concerns to senior officials. With the new process, the faculty has the opportunity to communicate with and receive feedback directly from the Chancellor. The Chancellor's Office is responsible for documenting the input received, for proper follow-up and evaluation and corresponding action as necessary by the Chancellor and/or her executive staff.

Input from faculty to strengthen communication is evidenced in the meeting held by the Chancellor on May 11, 2011, with 103 faculty members of the College of Education. Among the many topics discussed, the issue of the college's five programs "on pause" was brought to the attention of the Chancellor. A "program pause" is defined as a program that has no student admission in a given year. Available resources will then be used for active students and previously contracted assets. It further suggests that it is an excellent opportunity for analysis and assessment of the areas that has to be strengthened in order to restart the offering in the

near future. Several faculty members, as well as students' representatives expressed their opinions regarding the process of declaring academic programs on pause and the criteria to overcome that status. The Chancellor stated that she would take their input into consideration and invited them to meet with the Dean of Academic Affairs to further discuss the matter and provide alternate courses of action (Appendix 7). What began with the College of Education now includes all academic programs declared "on pause." Already, some programs' proposals have been received. Concerns have been taken to the Academic Affairs Committee of the Academic Senate for consideration.

Workshops for Deans and Program Directors

Budget restraints have intensified the need to strengthen communication and shared governance to address faculty, students, and other constituents' concerns in a more effective manner. A collaborative approach for the identification of institutional priorities that should be addressed by a new Operational Plan for the period 2011-2014 has been under way for several months by means of the following activities:

- College deans and school directors participated in a series of workshops coordinated by the Director of the Office of Strategic and Academic Planning with the objective of evaluating the results of the implementation of the Operational Plan 2007-2010 (operational component of the Strategic Plan University Vision 2016), and updating Campus priorities. (Appendix 8).
- The proposed Operational Plan 2011-2014: *Trazos* (Appendix 9) will be presented by the Director of the Office of Strategic and Academic Planning for the consideration and input from other governing bodies, such as the Academic Senate, and faculty at colleges and schools during the early weeks of October 2011 (Appendix 10).

Evaluation of Graduate Programs

The Deanship of Graduate Studies and Research (DGSR) established an evaluation process for graduate programs which included a self-study and an external evaluation by peers of recognized universities. Students and alumni actively participated in the self-study process. All graduate programs were evaluated in a seven year period (from 2003-2010).

As a result of the evaluation of the graduate programs, a proposal for a new campus policy on graduate studies and research was submitted to the Academic Senate Committee on Academic Affairs and is scheduled for full senate consideration after discussions within the Committee and the graduate programs community. This new policy proposal includes excellence indicators such as time to degree and graduation rate, well-defined criteria for graduate level faculty, and changes to programs managerial structure, among others. The proposed changes aim to improve and assure graduate programs' academic quality and continuous assessment.

The new policy proposal stemmed from a revision of the current Graduate Studies Policy: Certification 72, Academic Senate, 1991-1992 (Appendix 1). Input from different groups of the graduate programs community was gathered: the Advisory Council on Graduate Studies and Research (ACGSR), Directors/Coordinators of graduate programs, professors and students. The following are some of the activities conducted:

- The ACGSR dedicated twenty one (21) meetings exclusively to discuss the revision of Certification 72.

- Eight (8) focus groups with students representing the various campus colleges and schools were conducted to gather student opinions and recommendations regarding the new policy (Appendix 11). The main issues identified in the focus groups were: time to degree and student academic load. The input was evaluated by the Dean of Graduate Studies and Research and the ACGSR; together they agreed to propose a lower minimum full-time academic load from 12 to 9 credit hours.

- The new policy proposal was distributed to Deans and graduate programs directors and coordinators with a request for their suggestions and changes before final consideration by the ACGSR.

- Meetings with graduate program directors/coordinators were also held to collect their opinions and concerns regarding the new policy proposal.

Challenges and Future of Graduate Studies: International Perspectives Symposium

More than 80 participating stakeholders: academic senators, deans, programs directors and coordinators, professors, and students participated in the *Challenges and Future of Graduate Studies: International Perspectives Symposium* (Appendix 12). The main objectives of the symposium were: (a) to provide a base line knowledge regarding graduate studies presenting how other higher education institutions in Australia, Canada, Europe and United States faced the challenges and the strategies they used to overcome them; and (b) to open a discussion among peers addressing the challenges their graduate program's face, how to overcome these, and how they envision their programs in five years. The collected input was recorded and it is planned to be used to further expand discussions on programs' needs and actions.

Communications, Development, and Marketing Office

As a Chancellor's initiative, two administrative units were merged into the recently created Communications, Development, and Marketing Office in order to improve communication among campus constituents and institutional effectiveness (Appendix 13).

To promote an open communication with internal and external campus constituents and to collect their input for consideration by the Chancellor, this Office has reorganized the Chancellor's Office website at http://rectoria.uprrp.edu/. This site can be accessed directly from the UPR-RP Campus homepage at www.uprrp.edu. A Chancellor's blog is being programmed and will soon be in full operation.

The above described examples of actions taken by senior campus administration serve as opportunities for constituents to communicate directly with the Chancellor and other senior officials to communicate their ideas and concerns. Concerns are documented, considered, and channeled, accordingly. Follow-up is given by the Chancellor's Executive Assistants. In addition, these are opportunities for the Chancellor to share governance with other senior officials.

Campus Technology Improvement Initiative

In the technology area, under the Microsoft Education Licensing Agreement, a consultant was hired in June 2011 to assess the state of the datacenter's technology infrastructure in the Division of Academic and Administrative Technologies (DAAT) and its ability to support academic and administrative projects.

Through interviews and focus groups established in the Departments of Education, Humanities and Social Sciences; several important academic and administrative projects, that require technology for their implementation, were identified (Appendix 14). The evaluation showed that the datacenter's technological infrastructure was inadequate and in very critical condition, unable to support the current campus operation and new academic and administrative projects.

A prioritization model that measures the project's contribution to the academy and its technological impact was created as part of the evaluation. This prioritization model was applied to the suggested academic and administrative projects and with the participants of each college.

In this exercise, among others, the following priority projects were identified: integration of student information system (SIS-Power campus), stabilization of the Learning Management System (LMS), establishment of a unified directory, process automation, virtualization, a storage device or network resources, improved network infrastructure, and implementation of operational best practices in the area of technology. The immediate implementation of these priority projects was recommended to be within six to twelve months.

2. Evidence that authority and responsibility are assigned, delegated, and shared in a climate of trust, mutual support and respect.

Actions taken at the Río Piedras Campus of the University of Puerto Rico demonstrate that authority and responsibility are assigned, delegated and shared. Special attention has been given to foster a climate of trust, mutual support, and respect among Campus constituencies.

Administration Selection Process

The Search Committees for the Administration Selection Process are constituted by faculty, staff, and students, and are regulated by University By-Laws and structured to maximize input from the relevant parties. Each step of the process aims to ensure that responsibilities are shared by all sectors of the academic community in a climate of mutual support, respect and trust.

Academic Deans. The selection process of the Dean of the Law School has already concluded with the appointment of Dean Vivian Neptune, Esq. (Appendix 15). She is the first woman to hold this position. The selection process for the College Deans of Education, Humanities, General Studies, and Social Sciences is in the process of calendarization.

Executive Deans. The selection process of the executive deans of Academic Affairs, Administration, Students and Graduates Studies and Research will begin with the creation of the Search Committees for these positions during the first ordinary meeting of the Academic Senate.

Strategic Planning

The position of Director of Strategic and Academic Planning has been created to direct Campus' strategic planning, budget allocation, and institutional assessment effectiveness. The Strategic and Academic Planning Office (SAPO) is now the unit responsible for assuring that the strategic planning process, budget allocation, and assessment of institutional effectiveness are collaborative in nature. In the Institutional Effectiveness Plan (Appendix 16) the importance of a collaborative approach to strategic planning is underscored as a condition to create a shared future, vision, and goals for the institution in a climate of trust, mutual support, and respect.

On August 18, 2011, an Ad Hoc Committee for Strategic Planning and Finance was established by the Chancellor. This Committee is responsible for developing and implementing the procedures that will dictate the strategic planning, budget allocation, and sustainability processes needed for maintaining institutional effectiveness. This Committee is constituted by the Executive Deans (Administration, Students, Academic and Graduate Studies and Research); Assistant Dean for External Funds; Directors (Strategic and Academic Planning, Budget, Finance, Human Resources, Office of Academic Planning, and DECEP); the Special Assistant of the

Chancellor for Institutional Proposal Writing; and three faculty members, two from the Faculty of Business Administration and one from the School of Communication.

UPR-RP Strategic Plan *Vision University 2016* and its operational component *University 2011* are being evaluated, and new priorities are being set for the development of a new operational plan.

The process to develop a new operational component for the Strategic Plan Vision University 2016 was begun:

- Phase 1: The workshop *A Look into the Future in the Context of a New Operational Plan 2011-2014* took place on June 13-14 of 2011, with the attendance of the Executive and Academic Deans, Assistant and Administrative Deans, and Office Directors. The purpose of the workshop was to draft a new operational plan for 2011-2014 to guide the academic and administrative activity of the UPR-RP, taking into consideration the Academic and Administrative Project proposed by the Chancellor during the consultation process, new tendencies in Higher Education in and outside of Puerto Rico and the United States, fiscal constraints, and compliance with the Strategic Plan Vision University 2016. This workshop produced consensus on priority areas and strategic projects to be included in the Operational Plan 2011-2014 (Appendix 8).

- Phase 2: Presentation of the draft of the *Operational Plan 2011-2014: Trazos (or lines that guide a route)* and the *Proposed Budget for its Priority Projects of the Operational Plan 2011-2014* to the Chancellor's Executive Staff for discussion, input, and recommendations.

- Phase 3: Presentation of the *Operational Plan 2011-2014: Trazos* and the *Proposed Budget for its Priority Projects of the Operational Plan 2011-2014* to the Executive and Academic Deans, Assistant and Administration Deans, and Program and Office Directors during a meeting held on August 11, 2011, for its discussion, input, and recommendations (Appendix 17).

- Phase 4: Presentation and discussion of the *Operational Plan 2011-2014: Trazos* and the *Proposed Budget for its Priority Projects of the Operational Plan 2011-2014* to the Academic Senate.

- Phase 5: Presentation to Faculty as scheduled (Appendix 6) and meetings with other stakeholders (to be scheduled).

3. Evidence of an effective process and opportunities for student input regarding decisions that affect them, including evidence that student input is considered in decision making.

UPR-RP has in place processes and opportunities for receiving student input regarding the decisions that affect them. Examples of these are: the General Student Council (GSC), Faculties and Schools Student Councils, On-Campus Housing Council and student organizations located within the different colleges and schools (Appendix 18). Students are fully represented in institutional campus governing bodies and boards such as: Academic Senate, Administrative Board, Board of Discipline, UPR Theater Board, among others. In addition, input is collected through student participation in institutional surveys, focus groups, and faculty and program evaluations.

The Students Deanship provides support services to the student organizations and keeps close and constant communication with students' organizations and the General Student Council, which is the main student representative body (Appendix 19).

General Student Council (GSC)

As requested by GSC President, the Acting Dean of Students held a meeting with the principal GSC officers on July 5, 2011 (Appendix 20, Dean of Student Affairs). Several requests arose relating to GSC needs, among these: acquisition of new technological equipment, access to institutional webpage, and the assignment of students from the Study and Work Program to their offices to handle administrative tasks. The Acting Dean of Students asked the Council to present a work plan for the academic year. It was also agreed that monthly meetings will be held between GSC and the Deanship of Students. As a result of this meeting, the Chancellor authorized the purchase of the technological equipment solicited. The other needs will be considered after the presentation of the work plan.

The Acting Dean of Students agreed to convene a meeting between the Assistant Deans of Student Affairs of every faculty and school and the directive of the GSC. At the meeting, the President of GSC will present the Council's work plan. The students also requested a meeting with UPR's Theater Director, to discuss cultural programs for students. Students asked to participate in the Freshman Orientation, which was granted, and the President of the Council, along with other student representatives, was present in all orientations sessions. One of the main goals of GSC this year is to "renew the channels of communication with the administration".

Student Organizations

Students actively participate in the review, evaluation, and certification of student organizations. The Student Organization Recognition Board is the official certifying body. The Board consists of three students, two faculty members, and the Dean of Students in accordance with University By-Laws. For the academic year 2011-12 fifty-plus student organizations have submitted requests to renew certification.

Actions Taken in Response to Students' Input

A survey administered in 2008-2009 (Appendix 21) pointed out some student concerns, such as the effectiveness of the enrollment process, which have been considered, and are now at different stages of completion. A more detailed description of the concerns, processes and achievements is presented below.

Student Information System

At the Campus level, one of the most revealing instances of effective communication between students and administration is the ongoing reengineering of the Campus's enrollment process, which prompted the acquisition of a new student information system to improve and bring up to date enrollment and other student related services online.

The 2009 Noel-Levitz Survey revealed that students were not satisfied with UPR-RP's technological and administrative enrollment processes. The issue was taken to the Academic Senate where Certification No. 3 of 2009-10 was approved to create a task force within the Student Affairs Committee, which included student senators, to evaluate and analyze the enrollment process (Appendix 1). The report of the Student Affairs Committee (Appendix 22) resulted in the creation in October 2009 of an Enrollment Committee composed of representatives from academic and administrative offices that take part in the enrollment process (Certification No. 57 of 2009-10) (Appendix 1). The Enrollment Committee, with participation of several campus units, was designated to revise the enrollment process and to identify a new student information system infrastructure.

After evaluating two state-of-the-art student information systems that guaranteed improvement of student services at all levels, the Enrollment Committee recommended Power Campus from Sungard Higher Education for the Río Piedras Campus. The recommendation was supported by the Vice-President for Research and Technology at Central Administration and the Campus Technology Infrastructure Committee of the Board of Trustees. Contract was signed with a July 1, 2011, start date (Appendix 23). Also, the Deanship of Academic Affairs reorganized itself, and a new Assistant Dean has been assigned to oversee the enrollment process and its continuous improvement, maintaining the integration of campus constituents, and the project management of Power Campus implementation on behalf of the institution. Full implementation of the system is expected by the summer of 2012. This institutional effort constitutes a sound example of both, an opportunity for student input through the survey regarding decisions that affect them and how their input was considered in the decision making process. Power Campus implementation will include students' input thorough all phases as needed (Appendix 24).

On-Campus Student Housing

The On-campus Student Residents Council, representing the students living at on-campus housing facilities, presented to the Acting Dean of Students, the Acting Dean of Administration

and other UPR-RP officials their concerns about the housing facilities specifically related to their physical infrastructure, furniture, and the computer laboratory.

Student input was considered and the following actions have been taken or are in progress: (1) the Chancellor visited the housing facilities with officials from various administrative offices on campus that provide support, (2) The Office of Physical Infrastructure Planning and Development (OPIPD) assessed students concerns and recommended the necessary actions and steps to improve the facilities, and (3) the OPIPD is in charge of preparing an intervention plan considering an allocation of resources on the amount of $250k each year, for four consecutive years. This Plan will be presented to the Student Residents Council on September 2011, to discuss the various projects and receive their input. Fiscal resources have already been assigned for the project. The Deans of Administration and Students are revising the housing Directors responsibilities and those of the Conservation Facilities unit regarding housing maintenance schedule, and upkeep. Once again, this constitutes evidence of an existing effective process and opportunity for student input regarding decisions that affect them, and the actions taken so far, are evidence that student input is considered in decision making (Appendix 25).

Student Support Initiatives thru the Colleges and Schools

As an inherent part of their service to students, the Schools and Departments in the Río Piedras campus have established mechanisms to address the different students' needs. Physical facilities and resources to hold assemblies, meetings and academic activities for their professional and social development have been identified.

The administrative officers at the Deanships and Schools regularly meet with the representatives of the Student Council at the Departmental level, as well as with other student organizations. The purpose of these meetings is to facilitate initiatives proposed by the different student representatives in order to assure effective communication, develop mutual trust, and strengthen institutional obligations, for the students and alumni.

A number of colleges and schools have developed a culture of instant communication to establish direct contact in real time with student organizations or with individual students through social networks such as Twitter and Facebook.

For its part, the Office of Student Affairs of the School of Business Administration serves as a facilitator for academic activities and professional development. For example, the Student Council designed and conducted a survey on the enactment of a Student Code of Ethics. There was a 61.33% student's participation rate. The Code was approved with a 90% majority vote. However, the initiatives of the School do not stop with internal actions, but rather are fostered and promoted through student participation in national and international congresses, as well as through research and publications.

The Law School has undertaken the task of addressing student concerns through various initiatives. One of these is the activity called "Breakfast with the Dean", in which 6 to 7 students of different groups and interests have an informal opportunity to meet and talk with the Dean about their concerns and ideas. Through this initiative students are in close contact with the Dean, and they usually bring concrete ideas that are considered and later implemented, such as, the extension of library service hours, grade reporting, and the improvement of the process of revision of grades, etc.

In addition, different units have implemented effective processes and provided opportunities for student input regarding decisions that affect them, as well as evidence of how that student input is considered in the decision making process as we continue to serve our students and be in close communication with them in order to foster communication and learning (Appendix 20).

Graduate Learning and Professional Development Center

A long time aspiration expressed by graduate students and faculty at informal settings as well as institutionalized surveys became a reality with inauguration on May 20, 2011, of the Graduate Learning and Professional Development Center, located at the second floor of the Main Library. The Center facilities include: two multimedia rooms, comfortable seating areas, space for individualized study, one room reserved to rehearse academic presentations, small rooms for group discussion, an open terrace and offices for the Coordinator of Graduate Student's Professional Development program and Center Director (Appendix 26).   Since its opening the Center has housed several graduate students activities, such as summer workshops and conferences.   Its modern, yet cozy study ambiance has turned it into a very popular facility where interdisciplinary projects emerge.

Graduate Student Services

Graduate students rated service as an important item on the Noel-Levitz Survey. One action taken to improve student satisfaction was to share this perception with our support personnel and provide training related to the service culture that should prevail on campus, in particular to the provision of services to students. To achieve this, the Office of the Dean of Graduate Studies and Research (DEGI for its Spanish acronym) organized and offered for the first time on campus, a workshop for administrative personnel titled: "Integrating Excellence: Graduate Programs Personnel and DEGI." The workshop presented information about the Formative Academic Experience Program (PEAF, for its Spanish acronym), the Graduate Electronic Admission System (SEAG, for its Spanish acronym), and other student services. Each discussion was framed within the best service practices to improve the culture of service. Sixty-two percent (62%) of the graduate programs participated in the workshop. The evaluation of the workshop revealed that the participants have a desire to learn how to better serve students. In response to the results of the evaluation, the workshop will be conducted annually.   A second workshop, "Proudly Serving the Best", has been scheduled for the end of October, 2011 (Appendix 27).

Another important activity in which student input is considered is at the Graduate Student Summer Workshops. Specialized training is provided for those students who are research, teaching and professional assistants at UPR-RP. More than five hundred (500) graduate students have participated on the workshops since 2005. The workshops are so popular that every year there is a waiting list. Results from participants' evaluations as well as from the external evaluation are used to improve the workshops. This summer a new workshop, *Training the Future Faculty*, was offered and received outstanding evaluations from participants.

We may conclude that the evidence provided indicates that the institution is in full compliance with Standard 4, issue number three, which states that the institution should "provide evidence of an effective process and opportunities for student input regarding decisions that affect them, including evidence that student input is considered in decision making".

Conclusion

The evidence provided in this Monitoring Report confirmed that shared governance is an organic process that is alive at the Río Piedras campus. It is evident that the administration, faculty, students and staff are proud of this institution which is considered the flagship of the University of Puerto Rico System. We have identified in the Report that all the campus constituencies are working for the betterment of the institution and for the preservation of its accreditation, its mission as a public institution that provides affordable higher education. We will continue to use our advisory structures as a mean to maintain communication flowing and to attend the needs of the constituencies we serve. The institution will also continue to engage in meaningful dialogue thus collecting community input in collaboration with the Central Administration and ultimately with the governing body of the UPR System: The Board of Trustees. We feel the UPR-RP is in full compliance with <u>Standard 4: Leadership and Governance</u> as documented in many instances within this Monitoring Report and the evidence prepared with regard to:

1. The steps taken to improve communication and shared governance, which include:
   - Institutionalization of Chancellor's visits to faculty meetings colleges and schools
   - Workshops for Deans and Department Chairs for the development of the new Operational Plan 2011-2014: *Trazos*
   - Graduate Studies Workshop: *Challenges and Future of Graduate Studies: International Perspectives*
   - A new Office for Marketing, Development and Communications

2. Evidencing that authority and responsibility are assigned, delegated and shared in a climate of trust, mutual support, and respect:

- Creation of the position of the Director for Strategic and Academic Planning Office and the evolution of the Office of Academic Planning into this new office (in progress)
- Collaborative Process for the development and implementation of the new Operational Plan 2011-2014: *Trazos*
- Initiation of the selection processes for Interim Colleges and Executive Deans

3. Evidencing that an effective process and opportunities are in place for student input regarding decisions that affect them:
- Ample student participation in Campus and UPR system governing organizations, with voice and vote.
- Reengineering of the Campus enrollment process
- On-campus Student housing Improvements
- Creation of the Graduate Students Learning Commons