CHAPTER 4: A TRADITION OF SCHOLARSHIP AND ENGAGEMENT

Standard 6: Integrity – In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 10: Faculty – The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings – The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

STANDARD 6: INTEGRITY

I. OVERVIEW

Integrity is fundamental for any institution of higher education because it is the basis for credibility. Full integrity is expected in all university policies, programs, and endeavors. Thus this standard relates to all the others, given that it entails ways of thinking and acting that shape the institution's performance at both the academic and administrative levels. An institution demonstrates integrity by the ways it promotes its goals, selects and retains its faculty and non-teaching staff, admits students, establishes curricula, runs research programs, manages service areas, demonstrates sensitivity toward equality and diversity issues, distributes resources, and serves the public interest.

As discussed below, another aspect of integrity concerns communication. Communication with the institution's constituencies should be open, clear, and timely. Integrity at the UPR-RP has much to do with accountability to stakeholders and the country. This accountability builds on academic freedom, transparency (e.g., adequate reporting, availability of data, institutional reporting), and respect for diversity.

Respect for diversity is embraced by the institution in many forms. The UPR-RP has the highest percentage of female students of comparable institutions, as well as programs that foster the inclusion of first-generation students and students from public school system. It also has a policy for the recruitment of students with handicaps and provides them with technological learning assistance and other services. A UPR-wide policy that will open the access of students with disabilities will be implemented in the near future. The URP was the first public institution on the island to prohibit discrimination on the basis of gender orientation and sexual identity. Our campus plays a leading role in setting national standards for inclusion and diversity areas such as race, ethnicity, national origin, sex and sexual identity, age, and socio-economic background.

The UPR-RP's strategic plan, *University Vision 2016*, which establishes specific priorities and goals for the campus, was implemented in synchrony with ethical policies and institutional standards described in two central documents: the *General Regulations of the University of Puerto Rico* (hereafter referred to as the *UPR General Regulations*) and the *University of Puerto Rico General Student Regulations* (*UPR General Student Regulations*). The rules and policies established in these two documents apply to the entire public tertiary-education system. Matters relating to integrity that are not considered in these institutional publications are addressed by the Governing Board or the UPR System President.

Academic Freedom

The first article of the *UPR General Regulations* provides that all administrative and academic operations within the UPR System shall uphold the principle of campus autonomy and respect the academic freedom of faculty members. Academic freedom is defined as the right of every faculty member to objectively and honestly teach the material in his or her areas and to do so in the pursuit of truth. The second article makes another important declaration related to academic freedom, guaranteeing professors that they can carry out research honestly, without restrictions on their findings or professional opinions.

Integrity and its relationship to academic freedom and the general campus environment are concerns at all levels of the institution. At the campus level, the Chancellor, the Dean of Academic Affairs, the Academic Senate, and the Administrative Board are responsible for managing internal affairs. They ensure that intellectual freedom and freedom of expression are guiding principles in the daily life of the institution, not only for professors (including adjuncts and visiting professors), but also for students and staff.

Respect for Diversity

Anti-Discrimination Policy
The UPR-RP is firmly committed to principles and ideas that nurture and institutionalize the ethical and consistent treatment of its diverse constituencies. One example of this is the institution's anti-discrimination statement, which is established by institutional policy (Board of Trustees, Certification 58 2004-2005). This statement prohibits all discrimination in education, employment, and the provision of services, making specific references to discrimination on the grounds of race, color, sex, place of birth, age, social origin and class, ancestry, marital status, religious and political ideology, gender, sexual preference, nationality, ethnic origin, veteran status, and functional diversity (for example, physical and emotional handicap).

This anti-discrimination policy extends to all functions and activities carried out by the institutions and units within the University of Puerto Rico system, including, for example, hiring, educational programs, admissions, student services, and financial aid.

Ethics Law

The Office of Government Ethics is perhaps the most visible of the units that address ethics within the system of higher education in Puerto Rico. It is charged with enforcing the

Government Ethics Law, which requires all public employees to take twenty contact-hours of ethics workshops, lectures, seminars, or other approved activities annually. Workshops and lectures take place on campus several times a semester; UPR employees can also fulfill ethics requirements through alternatives that link awareness about ethics to academic topics, film screenings, or discussion groups, among other options.

The UPR-RP Office of Human Resources ensures compliance with the Ethics Law. It provides education and guidance for employees who have questions about the law's requirements and also documents institutional and employee compliance. Compliance data are regularly sent from the institution to the Office of Government Ethics.

Student Rights

Students' rights and obligations as members of the academic community are established in the *UPR General Student Regulations*, as amended on July 28, 2011. Several of its articles (e.g., 2.3, 2.4, 2.7) establish that students are protected from and not to be subject to discrimination, sexual harassment, or verbal, physical, or psychological abuse. This set of regulations makes clear that students have the right to actively participate in university life, and that what the law calls "reasonable accommodation" will be provided for any physical or psychological disability or handicap. The regulations also guarantee students respect for their beliefs and the right to express them.

As explained below, students have numerous resources to assist them in solving problems and addressing grievances, including alleged violations of institutional policies. These services are widely available and operate in ways that are fair and impartial. Institutional policies assure students that their concerns will be addressed promptly, appropriately, and equitably. In addition, student support services increasingly assume a proactive perspective aimed at reducing the number of future problems and grievances.

Hiring, Promotion, and Tenure

Faculty selection, promotion, and tenure practices are governed by certifications and the *UPR General Regulations*. (All these governing documents apply to non-teaching staff as well as to tenure-track faculty.) Personnel matters related to these issues form a main part of the two-day orientation that all new faculty are required to attend. The new-employee orientation, held each semester by the Center for Academic Excellence, helps to ensure that new employees are aware of their obligations and rights as public servants.

Each college and school on campus maintains its own evaluation documents for faculty promotion and tenure. All of these have been developed in accordance with a set of common standards set forth in the *UPR General Regulations*. These policies and guidelines state that faculty members are to be evaluated for performance in four areas: teaching, research, service to the institution, and service to the community.

Personnel Committees

Personnel committees at the departmental and college levels offer orientations to ensure that faculty members understand the policies and evaluation documents related to promotion and tenure and how they will be used in the evaluation of professors' professional performance. These documents are introduced to new tenure-track faculty shortly after they are hired. Frequently, senior faculty members advise junior faculty in preparing their applications for promotion and tenure.

Candidates for promotion and tenure are reviewed and evaluated, as we have noted, in the areas of teaching, research, and service. Once reviewed at the departmental and college levels, candidates are recommended to the Administrative Board for promotion. Fairness and impartial practices are ensured by the Administrative Board's adherence to its internal regulations. Its procedures and policies are explained clearly and in detail on its website.

Various measures and policies contribute to ethical practices related to faculty selection, hiring, promotion, and tenure. For example, all members of departmental and college level personnel committees must take an annual training workshop on personnel issues. In these training sessions participants learn about and review the protocol for advertising positions, recruitment, and faculty evaluation. Special attention is given to new policies and regulations. As established by Board of Trustees Certification 32 (2005-06), several bodies work together to organize these training workshops: the Center for Academic Excellence, the secretary of the Administrative Board, the Office of the Dean of Academic Affairs, the Office of Legal Counsel, and the Office of Human Resources.

Decisions related to personnel matters may be appealed at various stages within the process of applying for promotion and tenure.

Office of Human Resources

The Office of Human Resources facilitates communications related to promotions, tenure, and the negotiation processes for non-teaching staff that involve collective bargaining. Appeals related to the promotion or tenure of non-teaching staff are handled by this unit. The Office of Human Resources educates and counsels employees in the areas of labor laws, fringe benefits, and other administrative processes. It manages recruitment, selection, promotion, and other matters, including dismissal of employees.

II. DISCUSSION AND FINDINGS

Course-Related Matters

Course Availability

One of the ways by which the UPR-RP has demonstrated integrity is the improvements it has made in course availability. Courses that students need to graduate and those that are given infrequently constitute important offerings. If students cannot enroll in a course that is given only once every two years, it is likely that they will have to either graduate without the course or extend their time-to-degree.

Since 2011 the Office of the Dean of Academic Affairs has developed measures to keep certain courses open even if they do not meet minimum enrollment requirements. In the prior period, almost all courses with low enrollment were closed. Currently, however, college deans can request keeping open those courses that have a large percentage of graduating seniors, even if enrollment is below the desired minimum. The same can be done for courses that are given infrequently or have only one section; in such cases a special appeal can be made to the Dean of Academic Affairs. Waiting lists are another method of improving course availability. Colleges can create waiting lists for high-demand courses and then use them to request that a high-demand course be added. This can be done even when a course was not included in the budget.

Measures to better align course availability and student needs have resulted in improvements in the last five years. Minimum enrollment numbers are especially challenging at the graduate level, even though the minimum number of students is usually lower than that established for undergraduate courses.

Course Catalogues

Course catalogues relate to integrity in that they present information that can assist current and prospective students and others in better understanding academic offerings. They can be used in academic planning, planning transfer credits, evaluating academic progress, and proposing new courses. These documents contain highly pertinent information that are periodically revised should be up to date and easily accessible.

UPR-RP course catalogues are available electronically on the campus's main web page through the tab for the Office of the Registrar. There are separate undergraduate and graduate catalogs, with general course descriptions given at both levels. Catalogs also include other pertinent information, such as a list of degrees awarded by the institution and information regarding academic requirements, institutional policies, student discipline, student assessment, and complaint procedures.

The decision to publish the course catalogue only in electronic form rather than both electronically and on paper has not led to any problems or complaints.

Students access much of the information found in our catalogues through a number of forums, including departmental and program webpages, flyers, promotional materials, and semester course offerings posted on bulletin boards. These additional sources of information help keep students aware of new courses and other changes to the curriculum.

UPR-RP course catalogues are periodically reviewed and approved by the Puerto Rican Council on Education, which licenses the institution at the system level and authorizes publication of the catalogue as part of the renewal process. Our catalogue was recently updated and approved. At the time of this writing it is not available online. However, administrative personnel in the Office of the Registrar indicate that it is in the final process of authorization and will soon be available.

Grades

A substantial number of student grievances involve disputes over grades and/or grading criteria.

The *UPR General Student Regulations* include two articles that assist in establishing parameters for effectively dealing with grades. Article 2.11 provides that students have the right to a "fair and objective" evaluation. Article 2.12 indicates that students can appeal their evaluations. ~~review their evaluations in cases when the evaluations seem "not [to] respond to established or agreed upon criteria."~~

Campus-level policy also provides help in this area. For example, Academic Senate Certification 14 (1984-85) states that any student who disagrees with the grade given him or her for a course should discuss the matter with the professor. To avoid problems related to inquiries about grades, professors are asked to keep student's records, including all the materials that were evaluated, for at least one semester after a course is completed. These documents provide context for and evidence of decisions that were made regarding course evaluation and grade assignment. In cases where questions about a grade arise, records are examined to make sure that the evaluation was fair. If a grade was not properly and fairly calculated, then it is changed.

If disagreement persists after dialogue with a professor, then the student has the right to request, by the end of the next semester at the latest, that the chair of the department in which the course was given review the grade. The three parties will then, jointly, determine the best course of action for fairly resolving the matter in a timely manner. Cases not resolved at the departmental level can be taken to the Assistant Dean for Student Affairs at the college level.

Resources to Help Students Solve Problems

Students have numerous options available for solving problems and addressing grievances. These are described in the *UPR General Regulations*, student handbooks, and numerous certifications. Some of the services that can assist students in solving problems are provided by the Office of the Dean of Students, the Office of the Student Ombudsman, and the Office for Students with Disabilities.

Office of the Dean of Students
The Office of the Dean of Students, an important administrative unit that serves our entire campus, supports students in their academic endeavors. It assists members of the student body by answering questions they may have and by addressing problems and concerns, including grievances related to university affairs.

The Dean of Students oversees the Office for Students with Disabilities, which provides services for students who require what the relevant laws call "reasonable accommodation," including adjustments and modifications that allow students with disabilities to take part in courses and campus life to the same extent as other students. This unit, in addition to ensuring compliance with laws governing the rights of students with special needs, also assists students in instances in which they believe that appropriate reasonable accommodation has not been made.

The Offices of Student Affairs in the various colleges inform students about applicable protocols and assist students in resolving their problems. A substantial number of problems never become formal grievances, as students can address them in these offices as well as at the departmental level.

Office of the Student Ombudsman

Another resource that students can turn to in addressing grievances is the Office of the Student Ombudsman, which was established in 1990. The Ombudsman advises students concerning their rights and responsibilities and manages processes through which student grievances are addressed. In terms of its philosophical orientation, the office is committed to neutrality, confidentiality, and student accessibility. Its purpose is described in Board of Trustees Certification 32 (2005-06). The UPR-RP is the first campus within the UPR System to have a Student Ombudsman. Our Ombudsman has a permanent seat in the Academic Senate.

Whether students, professors, or non-teaching staff, the parties involved work with the Ombudsman to arrive at effective and creative solutions to problems. This office also offers talks and workshops. These are available for student organizations, administrative offices, student orientation leaders, and individuals.

Students can contact the Ombudsman's Office by e-mail, social media, telephone, or in person. In the second semester of 2014-15, changes were made to allow students to contact the Ombudsman outside of office hours as well as on weekends. The different types of problems that students have resolved in conjunction with the Ombudsman are presented below in Table 4.1.

A wealth of information about services provided by this office is available on the Ombudsman's website. The website includes contact details, a description of the office's purpose, and examples of situations in which it can assist. Among these are review of grades, academic dishonesty, university administrative processes (e.g., housing, transcripts, financial aid, library services), conflict resolution, violence and physical security, sexual harassment, and discrimination. The office is prepared to provide assistance with an even wider variety of problems, including instances in which institutional policies may have been violated. Professors can also seek advice in this unit; some have sought advice regarding how to address plagiarism and disciplinary problems.

The Office of the ~~René Vargas was named~~ Ombudsman in 2015. Asked about the office's operations, he replied, "We have taken a proactive role in promoting a culture of compliance with university regulations and policies, requiring information from decision makers, writing reports, meeting with key campus constituencies, and launching campaigns on students' rights and duties, harassment, discrimination, and gender violence." ~~The office carefully monitors tracks the most frequent grievances. A yearly report and meetings with the Chancellor help monitor and address these issues.~~

The UPR-RP's commitment to effectively and fairly addressing student grievances is demonstrated by its ongoing support for this unit and its standing policy of providing the Student Ombudsman with access to information and administrative personnel who can assist in resolving problems.

Table 4.1: Grievances Resolved by Student Ombudsman, 2011-2014

Type of Case	2011-12	2012-13	2012-13	2013-14
Academic	126	112	112	115
Financial (fines, charges, problems with financial aid)	18	40	40	35
Administrative	17	44	44	42
Interpersonal	25	36	36	26
Discrimination	0	0	0	0
Reasonable accommodation	n/a	n/a	0	5

Tabla pasada a los apendices

Fair Employment Policies

Contractual letters

One concern among newly hired faculty in the last few years has been contractual letters. Contractual letters identify a specific set of requirements that a tenure-track professor shall have achieved before being awarded tenure. These letters usually specify a minimum number of publications, the general teaching duties, and expected contributions to the institution in the area of service.

Faculty members considered for tenure and those responsible for their evaluation expressed concern about the clarity of terminology used in letters as well as differences between one letter and another. The expression of these concerns and decisions on cases appealed at the levels of the University Board and the Governing Board have led to changes regarding these contractual letters.

Institutional policy in this area reflects not only that better policies and structures have been implemented, but that a commitment to institutional integrity has assisted in refining those policies and structures as lessons have been learned.

Adjunct Professors

The number of adjunct faculty has fluctuated, sometimes dramatically, over the last few years. Due to financial constraints and policies concerning the hiring of new tenure-track faculty, the number of sections taught by tenure-track faculty has increased. While full-time adjunct employees are eligible for our health plan, most adjunct faculty members are part-time employees. Numerous groups and bodies within our institution have expressed concern about their labor conditions, remuneration, and overall lack of job security. Among these groups are

the UPR-RP Academic Senate, the Puerto Association of University Professors (APPU), and student groups.

<u>Teaching</u>
All professors engaged in teaching are required to distribute a syllabus to students during the first week of class. Faculty members are also required to discuss academic honesty, how evaluation will take place, and regulations for reasonable accommodation. <u>Faculty and student regulations encourages these</u> ~~Institutional regulations~~ <u>and</u> require that professors acknowledge diverse perspectives and points of view in their discipline(s), including diverse theoretical perspectives. <u>The Academic Senate has adopted a faculty evaluation instrument for students.</u>
~~In some colleges the course evaluation forms allow students to comment on whether diverse perspectives formed a part of the course. Students also evaluate the faculty members who teach them in terms of the respect demonstrated toward students.~~

Scholarship, Research, and Creative Activities

Circular Letter 17 (1989-90) establishes the institution's policy on academic and scientific integrity. This document seeks to make faculty aware of the importance of ethical practices in scholarship and research. In addition to describing best practices, it identifies four instances of academic and scientific fraud: plagiarism, the falsification of data, false attribution, and deception and dishonest conduct.

As further evidence of commitment to ethical practices, the UPR-RP maintains a policy ensuring that students who contribute to research or related projects will be formally recognized for that contribution. This is established by Article 2.14 of the *UPR Student Regulations*.

<u>DEGI: Integrity in Research</u>
In the area of research, ethical behavior has been reinforced and further cultivated among faculty and research staff. Ensuring compliance with institutional, federal, and state rules and guidelines for research is one of the responsibilities of the Office of the Dean of Graduate Studies and Research (DEGI). Officials in this unit have reviewed all regulations, procedures, and forms related to this matter, and are prepared to advise faculty and students as to the rules and guidelines to be followed. DEGI works to ensure and support the responsible behavior of researchers.

<u>IACUA: Animal Care and Use</u>
The UPR-RP ~~encourages the use of animal alternatives in research, but~~ provides specific policies for research involving <u>animals</u> ~~them~~. Regulations and best practices are coordinated through the Institutional Animal Care and Use Committee.~~, chaired by Dr. Warner Ithier~~. The committee was formed to ensure compliance with the Animal Welfare Act (AWA) and the Public Health Service (PHS). The UPR-RP is currently registered with the United States Department of Agriculture (USDA) under registration number 94-R-0103, as required by the AWA. This registration is renewed every three years. Our campus also has an Animal Welfare Assurance number (A3258-01) with the Office of Laboratory Animal Welfare (OLAW), as required by PHS policy. This assurance number is renewed every four years.

<u>CIPSHI: Human Subjects</u>

Effective policies and procedures in research involving human subjects are clear in the five-year report for DEGI that was prepared by the <u>Institutional Committee for the Protection of Human Beings</u> (<u>editar</u> CIPSHI, for its initials in Spanish), our institutional review board. This report, which details the committee's work for the period 2009-2013, provides data concerning the general process and details recent applications that have been submitted and approved for research involving humans. Shown below in table 4.2, the data include applications by faculty as well as by graduate and undergraduate students.

CIPSHI does effective and thorough work. Researchers take an online course at the <u>University of Miami's Collaborative Institutional Training Initiative</u> in conjunction with their application. The course has proven effective in promoting awareness about an array of issues of importance to researchers as they develop research methodologies and complete studies of various types. CIPSHI reviews applications and often provides guidance in revising applications to meet the necessary standards. Researchers whose applications are denied can also appeal decisions and request reconsideration. The committee reviewing application materials provides comments and guidance that assist in this process.

Table pasada a apendice

Table 4.2: Human Subjects Application by Academic Year

College/School/Unit	2009-10 Received	Approved (%)	2010-11 Received	Approved (%)	2011-12 Received	Approved (%)	2012-13 Received	Approved (%)	2013-14 Received	Approved (%)
Business Administration	6	4 (66)	2	2 (100)	8	8 (100)	8	8 (100)	10	8 (80)
Natural Sciences	4	4 (100)	2	2 (100)	8	5 (62)	2	2 (100)	4	3 (75)
Social Sciences	21	19 (90)	20	17 (85)	11	10 (90)	23	19 (82)	21	18 (85)
Education	8	7 (87)	11	8 (72)	17	15 (88)	15	13 (86)	9	8 (88)
General Studies	1	1 (100)	0	0	2	2 (100)	0	0	2	2 (100)
Humanities	3	3 (100)	2	2 (100)	0	0	1	1 (100)	1	0
Architecture	0	0 (100)	0	0 (100)	0	0	1	1 (100)	0	0
Communication	1	0	1	1 (100)	0	0	1	1 (100)	0	0
Law	0	0	0	0	0	0	1	1 (100)	1	1 (100)
Graduate School of Science & Information Technology	0	0	0	0	1	1 (100)	2	2 (100)	2	2 (100)
Graduate School of Planning	1	1 (100)	2	2 (100)	1	0	0	0	1	1 (100)
Offices of Deans of Students**	6	4 (66)	2	2 (100)	1	1 (100)	3	2 (66)	4	4 (100)
Library System	0	0	0	0	1	1 (100)	0	0	0	0
CAUCE	0	0	0	0	0	0	1	0	0	0
Outside Researchers	14	12 (86)	5	4 (80)	8	7 (87.5)	5	5 (100)	3	3 (100)

Source: DEGI Committee for the Protection of Human Research (CIPSHI); Prepared October 28, 2014

**Includes Offices of the Deans of Graduate Studies and Research and Academic Affairs as well BA and MA students

Administrative Practices

Intellectual Property
The UPR-RP enforces policies and practices that educate the members of the campus community in intellectual property matters such as copyright and its protections vis-à-vis the cmpus mission. This policy is mandated by the Puerto Rico Council on Education (Certifications No. 93–140, Institutional Policy on Copyright). It urges each unit to create an Intellectual Property Committee. Our Intellectual Property Committee offers orientations and other services with respect to author's rights, trademarks, patents and inventions, and institutional rules and policies related to intellectual property.

In the case of copyright law, continuing education is sponsored and provided by numerous campus offices. These include the Center for Academic Excellence, the Office of the Dean of Graduate Studies and Research, the Campus Intellectual Property Committee, and the Library System Copyright Committee. Each year, the campus offers a number of workshops, lectures, seminars, and conferences to educate the academic community on the impact of this law in academic, research, and administrative work.

Privacy
Based on the Family Education Rights and Privacy Act of 1974, most notably the Buckley amendment, the UPR-RP maintains privacy policies and mechanisms to ensure that academic records are secure and protected. A summary of the laws and regulations that apply in this area is distributed to incoming and transfer students during student orientations, as mandated by the Chancellor's office in Circular Letter 78-5 (1977). The Office of the Registrar and other units that deal with confidential student records have measures in place to limit access to them. In addition, a non-transferable personal password is given to students for electronic access to their personal information and institutional records. A campus webpage promotes awareness of these issues through an interactive presentation of a hypothetical case in which the Buckley amendment influences how the institution responds to requests for access to student information by officials and agencies.

Disciplinary Board
The UPR-RP Disciplinary Board, of the Academic Senate, addresses only specific types of cases involving students, as established in the General Student Regulations of the University of Puerto Rico. The cases it deals with can lead to the suspension and expulsion of students. The Disciplinary Board must make recommendations to the Chancellor within thirty days of receiving cases.

Avoidance of Conflicts of Interest
Several units share responsibility including the President's Office regarding education and monitoringThe institution also educates and monitors the entire university community on of ethical issues regarding the prevention of possible conflicts of interests in diverse

academic activities, such as research, recruitment, and staffing. The Office of the President is in charge of institutional policy related to the identification and management of conflicts of interest in research.

Dissemination of Information

<u>General Policies</u>
All campus-level documents related to our rules and regulations are available to the community. The Governing Board, Administrative Board, and Academic Senate maintain websites on which their regulations and certifications can be accessed via search engines using keywords to find documents. In the interest of transparency and open communication, Academic Senate meetings are (with some exceptions) open to the public, and they are also recorded so that they can later be consulted by anyone interested in listening to them. They can also be viewed online.

The UPR-RP website includes a <u>page</u> dedicated to its policies ~~on~~ in compliance with certain insular and federal laws and regulations. Here, students, faculty, non-teaching staff, and the public in general can find statements of university policy and reports on a number of areas, including academic progress, retention rates, graduation rates, transfer processes, tuition costs, and reimbursements. Important information for professors is included, as well, including the UPR System's copyright policy, standards regulating disciplinary procedures affecting university staff, and external funding.

Information in most of the aforementioned areas tends to be widely circulated and also available in brochures and documents that employees and students receive in orientations. This information is often directed at and disseminated to specific rather than multiple constituencies. Targeting specific groups is important, but it can lead to gaps in familiarity with rules and policies or lingering questions about their details. For example, details about admissions policies and how financial aid works, issues that are important to many students, are not necessarily clear to all professors. Nevertheless, knowledge about these topics is important and can help faculty understand students' experiences on campus.

Information on admissions and students usefully contextualizes the UPR-RP in terms of other institutions of higher education within Puerto Rico. While this information is available online, it is probably more likely to be accessed by administrators than by prospective students and others seeking a profile of the institution. In addition, information of this sort could be presented in a manner that is more aligned with the interests and questions of prospective students.

Information about Assessment

Information about assessments related to student learning outcomes and other aspects of educational development and professional preparation is ~~should be centralized and~~ posted on our website and other progress reports. The Academic Senate receives periodical reports on ~~It should include~~ graduation, retention, certification, and licensing exam pass rates, and other outcomes as appropriate to the programs offered. This should be presented in a manner that makes it accessible to the general public, including potential applicants.

MSCHE Reports and Communications

Reports to MSCHE are available to the campus community and the wider public on the webpage of the Office of the Dean of Academic Affairs. That office also maintains a collection of these materials in hard-copy format. A separate webpage for the self-study described in this document was launched in 2014. It focuses on the current study, but also includes the institution's last decennial report, our periodic review report, monitoring reports, supplemental information, as well as all other communications that have taken place within the last decade.

Ample and detailed information concerning reporting accreditation requirements and status is readily available in a number of formats. In addition, this information is shared with UPR-RP constituencies in a timely manner.

The Office of the Dean of Academic Affairs maintains close communications with MSCHE. It contacts MSCHE to inform the body of administrative changes. It also monitors information published by the accreditation agency, including the UPR-RP's institutional profile. Academic Affairs is responsible, in addition, for communications between the institution and the Puerto Rico Council on Education.

III. Conclusions and Recommendations

Conclusions

Ethical Standards

Ethical standards figure prominently in the institution's policies and practices. These enrich our academic endeavors, dialogue between different campus constituencies, and the learning experiences of our students.

Academic Freedom

Polices at the level of the UPR System play an important role in providing support for academic and intellectual freedom, as do campus-level regulations and protocols.

Recommendations

Ethics Hours Requirements
The UPR-RP should explore making the annual ethics hours requirements increasingly relevant and practical; options that focus on the work and interests of specific groups (e.g., faculty engaged in research, faculty who work with first-year students, graduate student advisors) could be developed.

Awareness about Policies
Efforts should be made to increase awareness about existing policies related to ethics. The UPR-RP could make improvements with respect to the availability of information for a general audience, including information that will service several types of readers at once (e.g., faculty, students, non-teaching staff, potential students, others interested in the institution).

Degree Plans
The UPR-RP should ensure that all of its academic programs have sample degree plans available on their websites. These should include accurate information that clearly shows how long it students will need to complete the degrees in the form of a year by year outline that shows what courses should be taken when.

STANDARD 10: FACULTY

I. OVERVIEW

UPR-RP faculty members are experts in their fields of knowledge who continue to advance undergraduate and graduate teaching and mentoring, academic research initiatives, innovative curriculum development, institutional service and civic community engagement. Faculty members often represent the institution in its engagements with Puerto Rican society. As such, their numerous achievements over the last decade have boosted the institution's local and international prestige.

Qualified and stable faculty is one of the UPR-RP's main strengths in pursuing its mission. The institution effectively promotes faculty participation in curriculum development. It also promotes faculty internationalization and the development of an international academic perspective. This discussion of Standard 10 considers the following subjects: faculty profile and functions, institutional support of faculty, professional development, recruitment and faculty evaluation, and learning assessment process.

As of March 2015, the UPR-RP faculty numbers 1,202. The majority are professors (with 705 tenured or on tenure track, 144 as part-time adjuncts and 129 as full time adjuncts); however, it is important to point out that our faculty members include a smaller number of researchers, librarians, counselors, social workers, and psychologists.

This sections below present a faculty profile, with information about its characteristics, functions, institutional support, recruitment, professional development, and evaluation processes for tenure and promotion. Given that the faculty is one of UPR-RP's most vital and important resources, the discussion also comments on the excellence and dedication of professors. With a long-standing tradition of academic freedom and contributions in numerous disciplines, new knowledge is ventured and complimented by responsible public service as an ethical imperative for Puerto Rican society at large. Thus, the faculty helps UPR-RP fulfill its mission as it simultaneously transforms thinking and envisions new possibilities.

The past ten years has seen the upholding of these traditions, further development and new challenges related to recruitment and promotion, internationalization, and retention.

II. DISCUSSION AND FINDINGS

General Profile

Our faculty is distinguished by its solid academic credentials, professional expertise, and international experience. Many of our professors earned their degrees at the world's most prestigious universities, public and private institutions in the US, as well as Latin America and Europe. In the last decade, the percentage of faculty members with doctoral degrees and relevant discipline-based research has increased in conjunction with initiatives to strengthen institutional development. This demonstrates perhaps most saliently how the institution has grown from a historically teaching-focused institution to one focused on competitive research integrated with and related to teaching at the undergraduate and graduate levels.

Reflecting a sustained commitment to international diversity, a growing number of professors and researchers from other countries teach in our colleges and schools. UPR-RP faculty members are increasingly involved in academic projects of international scope, including collaborative research projects with colleagues in institutions abroad. International faculty members and collaborative projects help fulfill the Mission of the university by producing innovative, relevant research that takes into account the institution's Caribbean and Latin American context as well as the broader international community.

Approximately 120 faculty members currently serve in various administrative positions (e.g., deans, assistant deans, department and program directors). Professors in administrative positions provide key leadership and service, yet continue to teach at least one class per semester, which saves the institution money, and keeps administrators in touch with the needs and challenges facing our most important constituents–our student body.

Research

The burgeoning growth and importance of various research areas influenced changes in our faculty recruitment policy. In 1997, the UPR-RP Administrative Board endorsed the policy requiring all tenure-track faculty to hold a doctoral degree (Administrative Board, Certification 110 1997-98). This requirement spread when it was extended to all campuses within the UPR System (Board of Trustees, Certification 145 2005-2006). The regulation instituting this criteria as a minimum requirement for newly recruited tenure-track faculty is seen in an amendment to the General Regulations of the University, section 42.1 of Article 42 and section 44.1.1 of Article 44 (Board of Trustees, Certification 15 2006-2007).

This policy change is evident eighteen years later with a substantial increase in the number of professors with a PhD at UPR-RP. For example, a self-study in 2003-2004 showed that by 73.3% of the faculty had doctorates. By 2010, tenure track and tenured faculty with doctorate degrees totaled 81% of the faculty, an increase of 5 percentage points from 2006. In 2013-14, the percentage of tenure track and tenured faculty with doctorate degrees was 78 percent, due to attrition and retirements. [Does last statistic include adjuncts?]

Today UPR-RP is a thriving and highly productive research institution, as annual reports from the colleges and schools indicate, including leading scholarship in respective disciplines. That UPR-RP professors at all the colleges regularly publish and perform at this level, often with fewer resources and higher course loads than counterparts at some more privileged institutions, is testament to faculty members' considerable talents and commitments, to their fields of inquiry, the profession at large, the institution and the country and the administration's committment to prioritize and support these efforts.

Authorization of Searches

During the last four fiscal years (2011‑12 to 2014‑15), the Office of the President has authorized searches for forty-three tenure-track positions for UPR-RP, on an exceptional basis. For the 2015‑16 budget, the campus identified funds for the recruitment of sixteen additional positions.

The decision of where to recruit tenure track faculty considers retirements, demand, relevance of program to a university committed to all the disciplines and to new inter-disciplinary ventures. Tenure lines should not necessarily go to departments that in part due to size may be able to advocate more forcefully for new hires. Effective faculty recruitment should take place in a strategic and timely way, based on succession plans that are made by all academic units. Well-planned recruitment occurs in cycles so that no department ends up in a dire situation in which key areas are not covered. Some of the factors to be considered in developing these plans are student needs, enrollment patterns, program profiles, and potential for growth. For example, some programs have a large percentage of faculty who are eligible for retirement.

The following certifications provide guidelines for faculty recruitment and related issues: Certificación 83, 91-92 SA, Principles and General Norms for recruitment, hiring, evaluation for the purpose of renewing appointments and recommending tenure (*Principios y normas generales de reclutamiento, nombramiento y evaluación para propósitos de renovación de nombramientos y recomendación de permanencia)*; Circular 9, 2003-2004 DAA, Development Plan (*Plan de Desarrollo)*; Circular 2, 2004-2005 DAA, Fundamental Elements to elaborate and revise academic development plan based on Circular 9 (2003-2004) of the DAA (*Elementos fundamentales para elaborar o revisar el plan de desarrollo académico basado en la circular 9 (2003-2004) del DAA)*; Circular 3 2006-2007 DAA, Development Plan and Contractual Letter for Faculty Recruitment for tenure track (*El plan de desarrollo y la carta contractual en el reclutamiento docente para plaza probatoria)*; Circular 89, 1999-2000 Rectoría, Academic Planning and Personnel Recruitment process (*Proceso de planificación académica y reclutamiento de personal)*.

Recruitment

UPR-RP recruits talented and competitive faculty by means of a rigorous and regulated process to hire professors from varied disciplines and cultures, who demonstrate finely tuned commitments to the profession, and an ethical imperative to combine first-rate scholarship with our mission as a public institution in Puerto Rico. These institutional practices follow clear policy that establishes regulations and steps to initiate and complete the recruitment process.

The UPR-RP criteria for faculty recruitment are set forth in the UPR General Regulations (Article 43), and are detailed in numerous circular letters and certifications (e.g. Academic Senate, Certification 152 2000-2001, Reglamento General UPR –Capítulos V y VII, Artículo 43: Selection Criteria; Office of Dean of Academic Affairs, Circular Letter 2 2004-2005). The personnel committees of each department, program and college establishes further recruitment criteria according to its needs and the campus development plan (Office of Dean of Academic Affairs, Circular Letter 1 1994-1995; Office of Dean of Academic Affairs, Circular Letter 9 2003-2004). The UPR General Regulations state that the responsible authorities at each level shall provide recruitment and promotion mechanisms to ensure that decisions are made on the basis of competency and merit (Article 29).

The recruitment process is initiated when announcements and criteria are published in newspapers, pertinent academic journals, relevant online resources, and other professional publications.

Once the hiring process is complete, a letter of agreement is prepared and discussed with newly-hired faculty members. This contractual letter, which is explained further below, establishes the performance expected during probationary periods and details concerning the requirements for obtaining promotions or tenure recommendations (publications, service, and academic presentations). (Academic Senate, Certification 83 1994-1995).

Recent Hiring

Over the four-year period 2011-15, the UPR President authorized hiring for fifty-seven tenure-track positions at UPR-RP. Of these, twenty-four were authorized in fiscal year 2012-13 and thirty-three in fiscal year 2014-15. These positions were authorized for nine different units, as shown in Table 4.3.

Hiring was completed for all but three of these positions. The positions that have not been filled are in the School of Communication, the Graduate School of Science and Information Technologies, and the College of Business.

Table pasada a apendice

Table 4.3: New Tenure-Track Positions at UPR-RP by Unit, 2011-15

College, School, or Unit	Number of New TT Searches Authorized
College of Business Administration	5
College of Education	2
College of Humanities	14
College of Natural Sciences	13
College of Social Sciences	14
School of Architecture	1
School of Communication	1
School of Law	1
School of Planning	2
Graduate School of Science and Information Technologies	3
Library System	1
TOTAL	57

Attention to recruitment and retention of top-notch faculty must grapple with the fiscal reality of fewer tenure track positions being available campus-wide, taking into account changes in disciplines, upcoming retirements, as well as a critical look at where operational, salary, and administrative spending is prioritized. The recent and continuing population decline in Puerto Rico also plays a role, though the UPR-RP is making efforts to attract new student sectors from the island and internationally.

Fewer tenured or tenure track colleagues means increased burdens for tenured or tenure track professors, as there are fewer available to serve on committees at the departmental, college and inter-college level; mentor undergraduate and graduate students; sit on exam and thesis committees; write letters of recommendation; and engage in public service outside the institution.

Integration of New Faculty

The institution exerts great care to ensure that newly hired professors are integrated into scholarly and academic activities on campus. For example, the institution has developed ways to encourage new faculty to learn about the institution and the best options to advance a career in academia. All new hires are now required to attend various orientation seminars to better inform them of relevant issues related to research, teaching, service, and other institutional priorities (Administrative Board, Certification 101 2000-2001).

Also, tenure-track recruitments of international faculty have been streamlined by a comprehensive policy instituted in 2006-2007 (Circular 13, 2005-2006) and revised in 2012 (Circular 16, 2012-2013), which clarified the institutional role played by the campus in procedures related to foreign professors attaining permanent residence status.

In addition to the above mechanisms to recruit for tenure track positions, the campus has other faculty recruiting initiatives, driven by the colleges. For example, the College of Humanities currently has two professors recruited through formal agreements with institutions that represent foreign governments and provide funds to cover the professors' expenses: *Instituto Camões*, with which we have had an agreement since 2006, has allowed us to recruit two Portuguese professors (2006-11 and 2011 to present) to teach Portuguese language and culture courses in the Department of Foreign Languages. Also for that department, an agreement with the Hanban Institute has guaranteed the recruitment of a professor of Mandarin since 2012.

Since faculty play a crucial role in the UPR-RP's ability to fulfill its mission as a research institution, UPR-RP in 2004 required contract letters in the hiring process of tenure track faculty. Contract letters, signed by the newly-hired professor and the faculty dean with the approval of the Dean of Academic Affairs, establish clear institutional expectations regarding new faculty productivity in scholarship and research prior to consideration for tenure. Contract letters also state the support the institution will provide to junior faculty research projects, such as teaching release time of three credits in most cases and up to six credits in some colleges, and even more in special cases, such as in the College of Natural Sciences.

Most tenure-track faculty who meet the requirements specified in this letter by the fifth year of uninterrupted service and who have obtained favorable evaluations, are recommended for tenure. (See Office of Dean of Academic Affairs, Circular Letter 3 2003-2004, and Administrative Board, Certification 17 2012-13, Norms for Contractual Letters, Academic Senate, Certification 38 2012-2013, New Policy for all Graduate Programs).

Adjuncts

Like most institutions of higher education in Puerto Rico and the US, UPR faculty includes adjunct professors and instructors, currently numbering about 274, in two main categories, full-time and part-time contracts. Full-time adjuncts teach twelve credits or more a semester, while part-timer teach fewer than twelve credits. As of March 2015, (actualizar a Agosto 2015) UPR-RP faculty included 129 full-time and 145 part-time adjuncts, about 23% of the total 1,202 faculty members.

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Comparing these numbers with figures from previous years shows that this has decreased from about 40%, in part due to recent budgetary constraints. According to federal data, the distribution is almost the opposite, only 20.35% of faculty at US colleges are full-time, tenure-track professors, down from 45% in 1975. That means that nearly 80% of US professors are now adjuncts. Though some adjuncts, such as those whose careers focus on professions outside of academe, prefer the flexibility, for the majority this is widely recognized as a crisis in higher education, to the degree that federal congressional hearings have been held on the precarious work conditions adjuncts face. This growing practice in higher education has also been recognized as a threat to academic freedom. So by being well below average in the percentage of adjuncts as seen elsewhere, UPR-RP is stronger on academic freedom, one of the bulwarks for intellectual innovation and engaged public service, along with shared governance and tenure.

Our adjunct professors are qualified in the areas they teach, with a minimum of MA degrees and often PhD degrees and academic publications in their respective disciplines, and their appointments are vetted and approved at the level of the department, college or school, and by the Dean of Academic Affairs. Full-time adjuncts receive health benefits and significantly higher compensation than their part-time counterparts. Adjuncts are subject to peer evaluation and student evaluation, as are their tenure-track colleagues.

Faculty Responsibilities

The institution disseminates the standards and procedures related to faculty functions; these include the University General Regulations (Articles 64 and 65) and a Professor's Manual. The General Regulations list the responsibilities of faculty members and establishes guidelines for academic load. The Professor's Manual addresses numerous topics. These include general faculty duties, duties of faculty holding administrative positions, rights regarding students and the institution, and guidelines framing relations with students in the classroom.

The areas elaborated below in Teaching and Research, followed by Intellectual Contributions, come together to inform faculty members' expertise and authority, as they engage in institutional life with their peers, in the classroom, and as public servants. Optimum performance of faculty duties in teaching, research, institutional and public life, synthesize to create fundamental elements of excellence that ultimately represent the institution.

The definition and application of academic load varies throughout the campus and in comparison to other campuses in the system. The Office of the Vice President of Academic Affairs (VPAA) has been working on efforts to define academic load with an eye toward instituting criteria that is more uniform, as evidenced by Certification 105, 2014-2015 of the Board of Trustees. Meanwhile, each college follows past practices, under the supervision of the Dean of Academic Affairs, and in the case of leaves with or without pay, or research course relief, by the campus Administrative Board. The UPR-RP Academic Senate, for instance, has objected to the

definition of academic load approved by the Board of Trustees, as can be seen through their own Certification 105, 2014-2015, since practices should not necessarily be generalized to all different campuses.

~~This is the first time in many years that the institution has tried to specify workload for faculty members. Since the UPR-RP is a very complex institution, it is quite difficult to develop a successful uniform system in the first intervention. The next step is to carefully outline or intricate academic structure and faculty responsibilities related to academic workload and discuss options that support advances in this area.~~

Teaching and Research

The teaching load of the campus is equivalent to a minimum of twelve credit contact hours per week with students. These credit-hours may include thesis supervision, supervision of practicum, research, and other academic work. In some colleges, such as Natural Sciences, and in some graduate programs in Humanities, Social Sciences, Business Administration, and Planning, it has recently become a general rule that faculty members have three or six credits devoted to research and at least six to teaching per semester. Faculty academic loads include teaching, research, institutional service and other tasks, such as course release for certain administrative positions, for instance coordinating a graduate program, or special institutional committee work.

~~The awarding of course release varies to some degree from college to college; for example, in the large College of Humanities, three-credit course relief is competitive, though the majority applying usually are awarded; the application requires detailed research proposals submitted and reviewed each academic year, as well as detailed progress reports at the end of each semester.~~

An ambitious and comprehensive campus-wide policy regulating all graduate programs, titled Certification 38, was adopted in 2012. Among the new requirements were that professors teaching at the graduate level must demonstrate peer review publications in their respective fields every 3-5 year period, and would have as a matter of normal course load, six credit hours of teaching and six credit hours of research every semester. However, the regulations have been difficult to implement across all colleges, departments and disciplines on the campus. It also does not address the need to systematically provide such course release to professors who teach only on the undergraduate level, who are also expected to publish research.

Also in recent years, in response to an initiative to support all programs that undergo voluntary accreditation (for example, the College of Education's teacher preparation program and in the College of Business Administration, many programs have been accredited), emphasis has been placed on avoiding high teaching credit loads. The objective is to ensure that professors have the time and incentive to cultivate and maintain their research agendas.

Intellectual Contributions

The UPR-RP Academic Senate recognized research and creative work as an important component of higher education (Academic Senate, Certification 152 2000-2001). As such, the General Regulations of the University of Puerto Rico were amended (Article 45) to better define evaluation criteria of academic tasks, including research.

The Dean of Academic Affairs evaluates academic load distribution and models that are distinct from the current twelve teaching credit-hours per semester. The model chosen compliments the mission statement, which establishes research or creative work as key to graduate education and strengthening undergraduate education.

~~The approval of a new mission statement in 2006 spurred debate about r~~ Research has been ~~as~~ an institutional priority with the leadership ~~; as a result, a new office~~ of the Dean of Graduate Studies and Research (DEGI) ~~was established~~. This office provided a system to improve and increase research and creative work aligned with a mission that promotes developing research skills in our students.

The main function of the DEGI is to further develop and support graduate studies and research on the Campus (Academic Senate, Certification 76 1988-1989). Among its responsibilities, the office implements programs aimed at facilitating research and cultivating these skills of professors and students; articulates more effectively all units at the teaching and research program levels, to produce innovative academic offerings; requires and coordinates periodic evaluation of graduate programs and research centers; ensures that academic programs and research centers comply with institutional norms; stimulates the integration of the academic community of students and professors through effective participation in the development of graduate studies and research.

Continuous research productivity is a hallmark of our faculty profile. Reduced teaching load is only one incentive used to encourage research. Others are FIPI funds, funding from the Dean of Academic Affairs, such as the Fund to Improve Teaching (often used for traveling and participating at conferences and colloquia); a fund for Visiting Professors; funds targeting particular Colleges, and funding from the Chancellor's Office, as well as external grants and funding awarded to professors.

Faculty members contribute to their disciplines on a regular basis in the form of peer-reviewed articles and chapters in books, authored and edited books, edited journal issues, academic presentations at local and international conferences, and creative work. Our established scholars also peer review contributions at the request of journals in their field; participate in leadership and service for professional organizations; organize panels for group presentations at local and international conferences; serve on editorial boards for journals or academic presses; review promotion applications for scholars in their field at the request of outside institutions; apply for

research grants; conduct international travel for research purposes; collaborate with other scholars in and outside the institution; introduce new courses into the curriculum and engage in curriculum development at the undergraduate or graduate level; apply to and attend winter and summer institutes and visiting scholar programs; mentor and support undergraduate students; serve on committees; and in the case of graduate programs, serve on admissions committees and mentor and support MA and PhD students at every stage of their degree programs and for the job market, as well as occasionally serve as outside readers on dissertations at outside institutions.

When these elements all come together in optimal performance, faculty representing the UPR-RP forge the reputation of the flagship campus as a leader in fields of research and culture, local and regional development, and international projection. Professors who succeed in fulfilling all criteria become publicly known without necessarily seeking public office or as academic celebrities, increasingly seen today, for example, with social media presence.

Institutional Research Funds

The UPR-RP operates a program that provides seed-funding for newly appointed professors or professors who are initiating a research project (FIPI for its Spanish acronym). Over the last five years, FIPI has funded XXX research projects.

In the case of newly hired faculty at the College of Natural Sciences, for example, seed-funding is outlined in contractual letters, which detail funding commitments, often upwards of $150,000 for three years, to constitute laboratories. Generally this is accompanied by six to twelve credit hours of course relief for the first year, afterwards negotiated at the level of the department and Office of the Dean of the college, depending on the progress of the research.

Regarding the College of Social Sciences, Dr. Rosa J. Rodríguez Benítez has beens awarded from the Mount Sinai Institute for NeuroAIDS Disparities (MSINAD) at the Icahn School of Medicine. The award which amounted to $50,000, included a pilot grant to support her research and special memory as an early predictor of progression in HIV-associated neurocognitive disorders at the University of Puerto Rico Medical Sciences Campus. Additionally, this professor received and award of $104,980 from the National Institutes for Health for her investigation on Validation and Use of Spatial Navigation Memory Island Test.

Professors Irrizary Fonseca, Baéz Lebrón and Rivera Colón, Rehabilitation Counseling Program, were awarded $1,000,000 equivalent to a period of five years. This project was submitted to the Department of Education Rehabilitation Long Term Training Program. Also professor Elithet Silva Martínez of the Graduated School of Social Work was awarded ? for research on gender violence ?

Intellectual Property and Copyright

In support of intellectual production, UPR-RP is committed to protecting intellectual property and upholding copyright, as evidenced by Article 1.1 of the General Regulations and the Professor's Manual.

Faculty Leaves

Other options to support teaching and research are sabbatical, extraordinary leaves with pay, and study leaves with financial aid.

While previously faculty at each college on our campus enjoyed the promise of regularly granted, albeit competitive, year-long sabbaticals, none have been awarded since the academic year 2009-2010, due to the state's fiscal crisis. An effort was made in 2014, and all submitted proposals were evaluated and ranked, by individual colleges and schools and by the Dean of Academic Affairs. Yet the funding proved unavailable to grant any of them. Though the state's fiscal crisis has precluded awarding sabbaticals at this time, the practice has not been officially eliminated; on the contrary, institutional mechanisms remain in place to resume them once the current fiscal challenges are overcome.

Student/Teacher Ratio

From 2008 to 2014, the average student/professor ratio was 17:1, a figure as good or better than many of the institution's U.S. counterparts.

Class size and student/professor ratios play a role in effective pedagogy, and perhaps of particular philosophical importance at a large public institution of higher learning in Puerto Rico, where the social relations between professors and student can have an impact.

Since many U.S. counterparts have seen such dramatic changes in this vein, and being that in comparison UPR-RP also has a lower percentage of adjunct faculty, such ratios help maintain quality education and faculty work conditions, for example, by insuring student access to established, tenured scholars available in the long-term for letters of recommendation, references, and mentoring.

Faculty and Curriculum

Faculty members design, maintain, and update the UPR-RP curriculum through Curriculum Committees active in all of our academic units. Faculty members are invited to review, assess, update and evaluate courses and programs on an ongoing basis. Once the recommendations are received, decisions are made regarding curricular revisions, new and revised courses, and programs. Faculty members also propose new academic programs and courses that are reviewed and endorsed at different levels, for example, the department's curriculum committee, the college or school's curriculum committee, the Board of Graduates Studies at the College level

followed by approval at the Academic Senate, Administrative Board, and at the system level in referral to the VP for Academic Affairs, the University Board and the Governing Board.

During 2007-2015, the following number of new courses were created in the respective Colleges: Business Administration, 95; Architecture, 6; Natural Sciences, 82; ~~Public~~ School of Communications, 10; Social Sciences, 133; Education, 97; General Studies, 104; Humanities, 302.

Professional Development and Support

The campus offers various activities and initiatives aimed at integral faculty professional development and support, which in turn affects retention and successful promotion. For example**,** teaching-load reductions for competitive research projects; graduate research assistants, though limited in number (see PEAFs in Standard 9 on Student Support); research forums and conferences; financial aid to faculty members completing their doctorates; technological assistance and computing service learning in LabCAD; specialized workshops by the Center for Academic Excellence; research assistantships through the DEGI; support for publication of research outcomes; continuously sponsored public presentations of publications, audiovisual materials, and pedagogical products generated by faculty members; partial funding from the Academic Affairs Deanship for conference travel for scholarly presentations; funding and administrative support for public seminars, book launches, art exhibits, film screenings, video productions, theatrical productions, and other work; tuition waiver for faculty members; specialized library collections, and as aforementioned, it is hoped that sabbatical leaves for research and creative work will be resumed. Some of these means of support (travel funds, for example) have been affected by recent budget limitations of the last seven years, which has required adjustment, but these practices remain in place, and for the most part continue with regularity.

A paid membership with the Faculty Resource Network (FRN) at New York University has continued, with ample participation from faculty across the disciplines. This award-winning professional development initiative sponsors programs for faculty members from a consortium of over fifty colleges and universities serving minority student populations. Professors participate yearly in specialized week-long summer seminars held at NYU, as well as in winter sessions, some held in Puerto Rico, others as far as Greece. Our faculty also has utilized this program's competitive visiting scholar residencies, of month-long stays during summer and semester-long during the academic year, with access to specialized library collections and faculty mentorship at NYU (with library privileges extended to Columbia University). FRN's week-long seminars look to impact teaching and curriculum development at member institutions, as well as build collaborative relationships across institutions and regions. Visiting scholar residencies result in or contribute towards published research by our faculty members. Faculty members benefit from the program's institute locations to bring experiences and resources back into our campus classrooms, for example, visiting world-class museums and other cultural offerings while in New York City.

UPR-RP disseminates the creative and scholarly work of its faculty through various publications, including peer-reviewed print journals, in Social Sciences, Public Administration, General Studies, Hispanic Studies, Education, Law, and History, as well as through its internationally recognized academic press, la Editorial de la Universidad de Puerto Rico, which also publishes scholars outside the institution and country.

Peer reviewed The journals and periodicals titles include *Bambalinas: Revista de Teatro del Departamento de Drama*, *Boletín del CEA*, *Caribbean Studies*, *Diálogos*, *Forum Empresarial*, *Invento*, *Mosaico*, *Op. Cit. Revista del Centro de Investigaciones Históricas*, *Plerus*, *Revista Jurídica de Puerto Rico, Revista Paideia Puertorriqueña, Revista Umbral,* and *Sargasso,* some with long-standing traditions of excellence in their disciplines and the region. For example, *Caribbean Studies* is the oldest contemporary journal in its field. *Sargasso*, a journal on language, literature and culture of the Caribbean and its diasporas, founded 30 years ago, is indexed by HAPI, Latindex, MLA, and the Periodicals Contents Index.

The UPR's internationally recognized academic press, la La Editorial de la Universidad de Puerto Rico, publishes recognized works by UPR-RP faculty, and also by researchers and other distinguished writers from Puerto Rico and internationally. In 2011, it became temporarily inactive but in the past year has been given renewed support.

The Center for Academic Excellence (CEA) conducts a series of workshops called Didactic Fridays in which training and orientation is provided in such areas as, proposal-writing, learning, assessment, the incorporation of teaching technology. To further integrate this resource, the Administrative Board has required all new faculty members to attend a minimum of four CEA workshops per year during their probationary period (Certification 101).

Over the last ten years, UPR-RP has improved its physical and technological infrastructure to support teaching and research. In the main Lázaro library, a Graduate Room has been equipped with computers, meeting rooms and other electronic devices for students and professors. There are also several training rooms on campus for professional development of professors and administrative personnel (i.e., workshops, lectures, presentations).

In keeping with the mission to further internationalize UPR-RP and diversify educational experiences and offerings, widely publicized job announcements have attracted scholars from European, Latin American and Asian countries, as well as Canada, and the United States. As shown in Table 4.4, of the full-time tenured and tenure-track faculty recruited, 71.1% obtained their highest degree outside Puerto Rico, including 11% in Europe, 3.6% in Latin America, and 55% in the US. This diversity enriches the exchange of ideas on campus and the experiences of our students.

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Table 4.4: Full-Time Highest Degree outside Puerto Rico

Country	Quantity	Percent
Asia	4	0.50%
Europe	87	11%
Latin America	29	3.6%
Other countries	8	1%
USA	436	55%
Total	564	71.1%

Faculty Evaluation

Evaluation of teaching personnel is a peer review process (University General Regulations, Articles 45 and 46 and the principles set forth in various institutional Certifications).[1] The General Regulations state that the department and college personnel committees are responsible for evaluating their faculty members according to the criteria contained in the aforementioned articles. Faculty members participate and cooperate in their own evaluation processes as well as those of their colleagues. The objective of evaluation is to comply with the campus Mission, strategic plan, and those of individual programs, to foment excellence among teaching faculty, to guarantee compliance with the principle of merit, and to cultivate a stimulating and critically constructive university environment (General Regulations, section 45.3). The process follows a series of evaluation criteria including quality of teaching, research, publications, and service in the institution, as well as other aspects inherently related to the work of professors.

Evaluation is balanced, highlighting strengths as well as weaknesses, and conceived and enacted as a constructive dialogue process. Tenure-track and tenured professors, as well as adjuncts, are regularly evaluated by both peers and students. Based on the evaluation of the department committees, the college personnel committee makes recommendations to the dean on promotions, tenures, and sabbaticals. Administrative Board, Certification 88 2005-2006 establishes that to obtain tenure or promotion, all candidates must be evaluated in four aspects of performance: teaching, research or creation, divulgation or publications, and service. For tenure as well as for the first promotion, fulfillment of contractual letter agreement is required.

Criteria for hiring, rehiring and supervising adjunct faculty members and evaluating their performance are congruent with the methods for tenured and tenure-track faculty.

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[1] Academic Senate, Certification 60 1989-1990 Certification 113 2014-2015 and Academic Senate, Certification 83 1991-1992; and Administrative Board, Certification 38 2003-2004, Administrative Board, Certification 88 2005-2006, Administrative Board, Certification 27 2008-2009, and Administrative Board, Certification 17 2012-2013.

Student evaluation of professors is a mainstay of faculty evaluation guidelines approved by <u>Academic Senate, Certification 141, 2013-14</u>. All units have developed instruments and a process that students use to evaluate their courses and professors at the end of each semester. Student Council representatives from each college participate in the development of the instrument. Questions on professors' effectiveness in the classroom are included as part of the evaluation of professors for promotions and tenure. Recently the Academic Senate approved criteria that set standards for student evaluations, including online public dissemination of results. <u>(Favor incluir Formulario)</u>

Faculty and International Projection

The internationalization of UPR-RP is one of the main goals established in *Vision University 2016*, which states as part of the campus mission to:

> promote respect for the historical and social conditions of Puerto Rico, taking into account its Caribbean and Latin American contexts, yet reaching out to the international community; [to] enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, history, language and culture; and simultaneously [to] foster the growth and dissemination of knowledge at an international level. (*Vision University 2016*, p. 16)

~~UPR-RP emphasizes this again in its strategic plan, *Vision University 2016* (p. 28). As one of the seven priorities of the~~ UPR-RP Operational Plan <u>highlights</u> ~~,~~ internationalization <u>which</u> is promoted through efforts guided by specific goals and functions performed by assigned personnel. The UPR-RP plan establishes ~~meetings~~ <u>agreements</u> with other first-rate international higher education institutions <u>in Dominican Republic, Chile, Spain and Canada, among others</u>. To implement this vision, UPR-RP reinforces international exchanges and collaborations in the curriculum; increases study and research opportunities abroad; and publicizes the campus' intellectual and academic production <u>(ubicar en nota alce)</u> ~~.~~ ~~Thus, UPR-RP deepens its commitment to international engagements, a diverse student body and faculty, rich and varied academic offerings, and numerous collaborative international, intercultural and interdisciplinary research programs.~~

In this context, UPR-RP's internationalization policy, approved in 2004 (Circular Letter 1 2004-2005) and revised in 2007 (Circular Letter of November 14, 2007), is designed to enhance "campus visibility within the international community" and institutes a campus drive to initiate and expand a spectrum of national and international perspectives and initiatives. ~~The UPR-RP campus, as well as the eleven-campus UPR system, is committed to fostering international contributions through its faculty, not only through international~~

~~collaborative projects, teaching and research, but also through faculty course creation and curricular revision with international dimensions.~~

Illustrating this commitment to internationalization of faculty and students, the Office of the Assistant Dean of International Affairs, ~~ascribed to the DAA (Office of the Dean of Academic Affairs in Spanish),~~ was created in August 2007 to work exclusively with international affairs, so far achieving the following: a revised internationalization policy; improved student services, e.g. electronic system to file study abroad applications and authorize courses from other institutions (ACOI in Spanish). ~~and the prefix 701 added to distinguish international student numbers from those of local students); augmented international subjects and experiences in the curriculum via the Joint Proposal for an International Experience Curricular Sequence between the DAA and the College of Humanities, approved in 2010 (Academic Senate, Certification 49 2009-2010), for example, a curricular sequence on the topic *The Muslim World*, in agreement with the University of Granada in Spain (Periodic Review Report, 2010).~~

~~Additional c~~ Campus programs support UPR-RP professors participating in international collaborations and foreign professors involved in projects on campus. Among these is the Visitors Program, a fund for college and school projects to invite visiting professors, as well as the Teacher Improvement Program, for faculty presentations at scholarly international events, both administered and funded by the Office of the Dean of Academic Affairs, the Office of the Dean of Graduate Studies and Research, and individual Colleges seeking to promote the mobility of local and foreign professors/researchers. Between 2005 and 2009, for example, 749 UPR-RP faculty members participated in international

The DAA also improved the effectiveness of services by the International Visitors Program by clarifying internal administrative procedures related to visiting professors, and facilitating departments' compliance with norms, while keeping abreast of recent changes to federal regulations and immigration law (Periodic Review Report, 2010). Moreover, a Lodging Plan for Visitors was instituted in the facilities of University Plaza (Plaza Universitaria) in collaboration with the Interdisciplinary and Multicultural Institute (INIM), to improve the integration and accommodations of foreign professors on campus. ~~Protocols and models were also drafted for different types of agreements, among other key achievements. And as mentioned earlier, efforts focused on increasing the international diversity of the UPR RP faculty, such as the aforementioned recruitment policy, was revised in 2012 for probationary teaching positions for non-immigrant foreigners.~~

~~Circular Letter 13 2005 2006 Office of the Chancellor sponsored the permanent residence of non immigrant foreigners, whom institutional recruitment and evaluation processes deemed the best candidates for teaching positions in probationary appointments. Their performance and qualifications were framed by the conditions and requirements established by category EB1 (alien with extraordinary abilities or outstanding professor or researcher) in accordance with the Federal Immigration and Naturalization Act and its interpretative statute. While this policy achieved compliance with university regulations regarding recruitment and retention (wide dissemination of advertising for teaching posts, recruitment of ideal candidates, including foreigners to promote internationalization),~~

in some cases the performance of selected candidates though of proven academic excellence did not correspond to the requirements established by the U.S. Citizenship and Immigration Service for permanent residence in said category.

Within this framework, and in order to retain candidates in teaching positions once they meet the campus' highest academic standards, the recruitment policy for faculty in probationary appointments and the sponsorship of permanent resident status for non-immigrant foreigners (Circular 16, 2012-2013, Office of the Chancellor) were amended to include category EB2 for recruiting and sponsoring permanent residence. This category is consistent with merit as the guiding principle for recruitment, as it requires the institution to demonstrate that the candidate was ideal for the job and was selected competitively and according to aforementioned regulations.

Moreover, b Between 2005 and 2009, UPR-RP hosted 478 visiting scholars from more than 30 countries worldwide, including the United States, and from 2009 and 2014, the campus received 471. In addition, 206 more professors participated in diverse events via collaborative agreements with UPR-RP, representing 30.4% of total visiting professors. The International Visitors and Academic Experiences Program oversees this process, under the DAA, which provides funding for visiting professors and generates data and guidance regarding foreign faculty recruitment. In the last five years, different campus bodies (e.g. DAA, colleges, schools, DEGI, and the Office of the Chancellor) have invested funds to promote visiting professors. the mobility of foreign professors, a demonstrated commitment to this institutional goal.

Achievements

Our faculty members regularly participate in international research projects, academic conferences, and professional meetings outside Puerto Rico. Between 2009 and 2014, 936 faculty members traveled to more than twenty-five countries. About 15% (119) of the experiences from this five-year period were part of collaborative agreements that the university maintains with institutions in other countries

With these achievements, UPR-RP has successfully managed its fiscal situation with goals and objectives regarding the development of internationalization initiatives. This has afforded not only a substantial number of collaborations with foreign institutions, but also ensured significant, high quality engagements. These initiatives continue to support faculty members participating in exchanges outside the country and visits by foreign scholars to campus. Both the Program for Visiting Professors and the fund for Teaching Improvement (both part of DAA) and the Office of the Dean of Graduate Studies and Research are key for guaranteeing international mobility for our faculty and researchers and invitations to international scholars.

Recently UPR-RP has been invited to participate in important collaborative projects via Campus Puerto Rico, and the College of Education, through collaboration agreements on teaching practices with the Bethlehem District in Pennsylvania, and another with

Ecuador's Ministry of Education for the teacher training in high schools, focusing on distance education and hybrid style instruction; among others.

Some of our Our professors are regularly invited by the best international universities to teach courses or conduct *in situ* or collaborative research. Our faculty has participated in collaborative thesis projects, such as a doctoral thesis in Hispanic Studies with *Stendhal* University in Grenoble, France (2006), a doctoral thesis in Chemistry with the University of Nantes in France (pending). In addition to the aforementioned agreements between the School of Law and the University of Barcelona, the collaboration agreement between the University of Salamanca (USAL) and our Translation Program has resulted in a rich exchange of professors and researchers. Another important achievement that is the numerous UPR-RP professors awarded prestigious scholarships, such as the Fulbright Fellowship. In the last ten years we have had four scholars travel to different countries with this program. This allowed faculty to do research and /or teaching lecture in Colombia (Dr. Alex Betancourt), Honduras (Dra. Nereida Delgado Monge), México (Dr. Sheila Ward), and most recently, Finland (Dr. Alex Ruiz).

Challenges

UPR-RP has made a significant effort toward greater internationalization. While most efforts have focused on towards internationalization have resulted in student mobility (both for international students coming to UPR and for UPR-RP students in exchange programs), the institution's goal is to increase participation in international projects for faculty and researchers from UPR, as well as bring international scholars to our campus. Our efforts toward this end have been notable yet inconsistent, perhaps due to insufficient funding, self-evaluation or coordinated planning.

The state's fiscal crisis has affected the institution's international projection. So the institution needs to develop a medium- to long-term plan to identify additional resources so that professors may participate consistently in international programs and initiatives. While the university has invested a lot in the international formation of its faculty, generally we mostly focus on short trips dedicated to research, dissemination, or teaching improvement. In spite of economic recession, we recognize the importance of continued support to faculty who wish to conduct research projects that require longer stays. To the extent that sabbatical leaves (since 2010-2011) have been frozen, the opportunity for faculty members to participate in medium- to long-term international research initiatives could also be affected.

For budget reasons, the Visiting Professors Fund was affected and was not assigned during one academic year. [WHAT YEAR?] The last years also coincided with a certain disarticulation of coordinated internationalization processes between Central Administration and UPR-RP, in part due to the difficult fiscal situation, protests, changes in administrative appointments, and shifts in institutional priorities at the central level. To the extent that campuses of the UPR system depend on the Central Administration to concretize their

own internationalization processes, for example, concerning the signing of international agreements,[2] campus projects get delayed if they do not receive adequate attention from higher administrative levels.

Addressing Challenges

To address these challenges, DAA is currently adjusting institutional policies regulating internationalization. Among the principle objectives are to: generate model documents that will be available to the university community; to simplify the processes of instituting international agreements, coordinate efforts between colleges and schools, DAA and other bodies involved before finalizing agreements sent to Central Administration for approval; identify internal and external funds (e.g., Fulbright, Santander, and Erasmus Mundus scholarships); and award paid leave that allows professors to conduct research, travel, or participate in teaching programs abroad. Also, the institution will continue promoting other types of collaborative projects, such as thesis projects with an outside committee member not from the UPR, or with UPR faculty serving as outside committee members, and joint degree programs with foreign institutions.

In his Work Plan (August 2014), UPR-RP Chancellor lists the general commitments that outline the vision for our campus, in accordance with the UPR-RP mission and current guidelines, and in accordance with UNESCO's Declaration for 21st-Century Education, which serves as a frame of reference.   Among these commitments, which promote the university as an institution for public service, is number 9: Strengthen and adopt programs directed toward strategic internationalization (page 4). Also, highlighting budget projections, the following interests are highlighted: 7. Stimulate the highest number of international exchanges for students and professors, and 8. Establish a strategic internationalization plan which takes into account our Caribbean and Latin American reality.

For example, to promote faculty members participating in exchanges with other countries, the Chancellor proposes to encourage and support applications for grants and academic leaves sponsored by prestigious academic organizations and to award paid leaves (in accordance with the cost of relocation). The Chancellor also suggests the institution pursue external funding opportunities at international foundations with programs that include Puerto Rico.

Point number 10 of the Chancellor's Work Plan considers the role that Puerto Rico must play in the Caribbean, because it is "our natural space and where we still have a valuable strategic advantage over other countries in the region." It recognizes the need to "create study and research programs" oriented toward making significant contributions from different disciplines and professions. In a

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[2] Article 5 (e) (10) of the University of Puerto Rico Act, Law No. 1 of January 20, 1966, as amended, states that the only authorized official to enter into specific agreements with international bodies is the President of the University. To sign specific agreements at campus level, the Chancellor must submit the project to be evaluated by officers of the Office of the President and request authorization to enter into any international collaborative agreement.

similar fashion, strategic internationalization efforts should be accompanied by "a solidly established program of invited lecturers of a global caliber" to foment progress and innovations "being discussed or implemented in different parts of the world."

The Dean of Academic Affairs also highlights the importance of internationalization in her work plan, focusing on two fundamental areas related to teaching and research: recruitment and academic offerings. She points out that recruitment processes must strive to further enhance the diversity of the faculty. New hires should demonstrate first-rate scholarship and research integrated with commitment to teaching and social service. Links between internationalization and academic offerings will be developed and strengthened, not only with new hires, but also by inviting distinguished lecturers and professors from abroad as short-term visitors.

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. UPR-RP enjoys outstanding faculty in terms of teaching, productivity and public service.
2. Faculty functions and duties are clearly and usefully defined in the Professors Manual and the University General Regulations, and conveyed at mandatory orientations for new hires.
3. Recruitment, promotion, and tenure procedures are clearly defined and published, and are based on the principle of competitive merit. Specific requirements are outlined in contractual letters for all new hires. Each unit on campus has developed and consistently uses instruments of evaluations for all their professors.
4. UPR-RP is ranked superior in terms of its percentage of adjunct faculty and student-teacher ratios.
5. Faculty responsibilities are outlined in detail, including teaching, research, institutional service, curricular development.
6. Research commitments are pronounced and have multiple venues of support and dissemination, including teaching and research-oriented community work.
7. UPR-RP provides a diverse range of support and incentives for intellectual creation and faculty development. Among these are: teaching-load reductions, research assistants, internal and external funds, leaves, seminars, training workshops, a variety of professional publications, and membership in the Faculty Resource network at NYU.
8. UPR-RP has demonstrated commitment to the internationalization of faculty and the campus in a variety of ways and with notable achievement, and has made plans to meet the challenges of deepening this achievement in times of fiscal constraint.

Recommendations

1. A process for evaluating promotions at or above full professor should be established campus-wide, with distinct models debated and recommended through shared governance. For example, promotion to full professor, or tiers beyond that title, could be contingent on particular achievements or distinctions that are widely recognized in academe or in particular disciplines, and not weighted as much simply on years of albeit otherwise excellent service. Models from other institutions could be examined, for example where tiers of Professor I and II exist, and which require letters of recommendation from various levels, including from former graduate students mentored by the professor under review, or by scholars from their field or discipline outside the institution or country. Salaries can be scaled accordingly, providing incentives for achieving the higher standards, as well as being a cost-saving measure in times of fiscal stress.

2. Yearly teaching awards should be instituted at the college level, where they don't currently exist, and at a campus level. These can contribute to assessing promotions, especially at a higher tiered level as outlined above. These can be based on input from students and can be coordinated with Student Council groups for each college, which are active throughout campus and with representatives in the Academic Senate.

3. It is a widely acknowledged trend that in general university administrations have grown, as have administrative salaries, at times to the detriment of faculty hiring and shared governance. Less widely acknowledged in these broader debates is what effect this has on the quality of higher education and the working conditions of faculty members. While it's possible that this has less been the case at UPR than at US or other international counterparts; perhaps it can be studied to determine if so and how so. An institutional mandate to this end could be considered but in as streamlined way as possible, with campus-wide efforts undertaken simultaneously, while adhering to a strict time-table, for example in a one or two year period. Whether or not such administrative growth has had and impact here could help determine budgetary priorities, such as for example on tenure-track faculty hires.

4. How and where tenure lines are prioritized needs to be addressed with disciplinary and professional impartiality. A campus-wide mandate to this end should be undertaken in the most streamlined way possible while still adhering to shared governance, with campus-wide efforts undertaken simultaneously, and while adhering to a strict time-table, for example in a one or two year period. As part of this effort, it should be determined which colleges, schools and departments most urgently need tenure-track hires. For example, where adjunct faculty have been hired for full-time positions for recurring courses for periods of five or more years, may be a sign of need for a tenure-track hire, which should then be subject to the same competitive open process as any other hire.

5. Retention and promotion of junior faculty should be further supported, by more than adequate orientation and required expectations as outlined in contractual letters, and the various valuable resources for development detailed above. Faculty

mentorship should be institutionalized at each college and school where it currently does not exist. Again, models from other institutions could be examined, for example, programs in which senior faculty in related fields are teamed up with junior faculty to review and advise their publication submissions and book manuscripts. Workshops could also be held specifically for junior faculty and to address specific needs, such as strategies regarding which journals and academic presses to target; the importance of publishing in venues of particular caliber; tips on how to protect or block time while under multiple demands for continuous productivity; and the growing importance and dangers of social media presence, among other widely recognized common concerns. In some institutions seed money for new hires in disciplines outside the sciences include initial start up funding for particular institutional library or equipment purchases. Instituting such practices would aid performance, retention, and recruitment of top faculty. Additional institutional attention needs to be paid during the first five years for all new hires, to get the most of the considerable investment made in recruiting and hiring, and to assure productivity. In cases where joint appointments are made between departments or colleges, and to encourage increased interdisciplinarity among existing faculty, uniform campus-wide mechanisms should be instituted for the promotion and retention of all faculty members who consider it important to their intellectual life and research to teach in more than one department or college. Faculty interested in doing so should be able to volunteer without being policed or punished by their home departments and colleges. As with above recommendations, strict deadlines for discussing and instituting such policy within 1-2 years should be adopted.

6. To remain competitive in faculty recruitment and retention, bringing back sabbaticals as soon as possible, at the very least on a semester basis, is crucial. Planning and budgetary considerations should make this a priority.

7. Though recruitment and hiring of new tenure-track faculty positions are already well regulated, multi-layered coordination (e.g. at the levels of department, college and Office of the Dean of Academic Affairs) could strengthen the short- and long-term planning of strategic recruitment, in the interest of most urgent needs.

STANDARD 11: EDUCATIONAL OFFERINGS

I. OVERVIEW

The UPR-RP has strengthened and enriched its academic offerings during the past decade, as suggested by its current classification as an Intensive Doctoral University by the Carnegie Foundation for the Advancement of Teaching and our commitment to the "integrated vision of knowledge" expressed in our mission. Several developments attest to the vitality of the campus's academic offerings and the work done to ensure that these offerings are improved over time. Among these are implementation of the restructured bachelors degree (Certification 46, 2005-06, Academic Senate), development of a system for the assessment of student learning (2007), approval of new regulations for graduate studies (Certification 38, 2012-13), evaluation of undergraduate and graduate programs, and accreditation of all most programs and services eligible for accreditation (2004-2014). These efforts have strengthened our academic offerings, making them more robust, diverse, and attuned to contemporary research and scholarship. Together, they have enabled the campus to better meet its learning objectives and the expectations of both students and society in general.

The UPR-RP currently offers 70 undergraduate programs and 62 graduate programs. Among these are 10 different Bachelors of Business Administration; 1 Bachelors in Environmental Design; 8 Bachelors of Science; and 26 Bachelors of Arts in various disciplines in the Humanities, General Studies, Communications, and the Social Sciences. The College of Education accounts for 25 bachelors degrees: 23 Bachelors of Arts and 2 Bachelors of Science.

At the graduate level, there are 10 general masters degree designations (Arts, Sciences, Business Administration, Education, Architecture, Rehabilitation and Counseling, Social Work, Information Sciences and Technology, Urban Planning, and Law), each with a variety of specializations, for a total of 37 different degrees conferred. Twelve (12) PhD programs operate across the Humanities, Business Administration, Social Sciences, and Natural Sciences, and 3 EdDs are offered in the College of Education. In addition, there are 4 post-MA certificates and 6 post-BA certificates available in the Humanities and Information Sciences and Technology, mostly designed as continuing education for those who already have a degree or as a means of attracting potential students into our graduate programs. The educational offerings at the graduate level are classified under graduate program and area(s) of specialization.

Move to Chapter 6

The UPR-RP receives an average of about 2,100 first-year students each August, and maintains an average of 3,300 active graduate students. Below are tables showing undergraduate and graduate enrollment statistics for the past three years.

Table 4.5: First-Year Enrollment, 2012–2014

Year	Enrollment

2012	2,001
2013	2,174
2014	2,374

Table 4.6: Total Graduate Enrollment (MA, JD, PhD, EdD), 2012–2014

Year	Enrollment
2012	3,252
2013	3,371
2014	3,416

Recent demographic information on first-year students at the UPR-RP shows that

- UPR-system-wide, almost half of incoming students come from the public education system, but fewer at the UPR-RP (see Chapter 6, Table 6.1);
- they have both the highest grade-point averages and the highest university admissions exam scores in Puerto Rico;
- they are largely female;
- most are between the ages of seventeen and nineteen;
- the majority are from the San Juan metropolitan area.

The institution also receives a small number of qualified students from other parts of the world.

~~Many~~ Students enroll at this campus because of its extensive and competitive academic offerings. Here they have the opportunity to pursue majors that are not available at any other institution of higher education on the island and, even more significantly, they can take courses of high quality in virtually all areas of study. True to our mission, the institution is committed to offering students a learning experience that will prepare them not only in their immediate academic field(s), but also in the development of lifelong learning skills. Our educational offerings play a central role in providing students with the educational experiences to which they aspire, and are one important reason that the UPR-RP is the highest-ranked university in Puerto Rico.

Restructured Bachelors Degree

Significant accomplishments in program ~~accreditation and~~ evaluation over the last decade are testimony to the fact that the content of our academic offerings is characterized by depth and rigor. For over a decade the campus was engaged in a process of reflection and dialogue regarding the needs and priorities of the curriculum, especially that of the bachelors degree programs and their General Education requirements. This dialogue was born out of the institution's decision to ensure that our academic programs prepare graduates who have a solid and relevant academic formation and who possess the knowledge, experience, and areas of competency to succeed and flourish in competitive academic spaces and in the workplace, both nationally and internationally.

All stages of this campus-wide dialogue proved to be fruitful, helping the community identify critical issues and reach agreements to redefine the curricular structure of the BA programs. As a result, a new alumni profile was developed, changes were made in the General Education component, and requirements and offerings were made more flexible so that students could combine and integrate different areas of study. The process culminated in 2006 with the approval of a complete restructuring of 70 bachelors degree programs (Academic Senate Certification 46, 2005-06). All bachelor programs revisions followed between 2007 and 2009, their objectives reflected upon and updated to conform to current disciplinary trends and changing global concerns. Some of the programs complied with the changes through a system of minor modifications, while others made more significant changes. Most bachelor degrees required no more than 120 credits, ensuring that students, maintaining more or less steady progress in their coursework within the established four- or five-year degree period, could comfortably complete their degree. Having increased the number of elective courses to 6 (18 credits), the bachelor revision allowed students to pursue minor concentrations of 15 credits across disciplines, recently regulated by Governing Board Certification 69 2013-2014.

Creation of a New Alumni Profile
Restructuring the undergraduate degree in our extremely complex and diverse community took time, effort, and patience, but the final product shows significant accomplishments. Policies and agreements were developed to ensure that our students' educational opportunities are aligned with our mission to offer an undergraduate education of excellence. An alumni profile was created and has guided the revision of all our educational offerings.

The alumni profile consists of eleven points of personal, social, and intellectual development that students should display upon graduation from the institution. For example, alumni should possess the skills of critical analysis and reflective thinking, as well as social skills and a sense of responsibility to give back to society ~~as part of Puerto Rico, the Caribbean, the Americas, and the world.~~ In sum, after approval of the restructured bachelor degree in 2006, the Academic Senate certified that all of the 70 active undergraduate programs had completed curricular revisions to address the student profile.

~~General Education Component~~ **Move to Chapter 5**

~~As part of this restructuring initiative, our institution revised its General Education component, which had been offered for many years by the College of General Studies (CGS). During the discussion process, workgroups reflecting on the new bachelors degree addressed the question of whether the institution should continue to have just one college manage the General Education component. There was also discussion as to whether it was best for students to always enroll in the General Education courses during their first and second years of study, or whether this component should be extended over a longer span of time.~~

~~Eventually it was decided that an array of courses in the General Education component would be offered within the CGS, but that opportunities would be opened up for other colleges and schools to also create and offer these required courses (Academic Senate Certification 72, 2006-07). A rubric was designed to guide and evaluate the creation of these courses.~~

~~Currently, departments have the option of creating and revising courses and aligning them with the rubric so that the Office of the Dean of Academic Affairs (DAA) can ensure that they meet all the necessary criteria. Since 2007, when the restructured bachelors degree was formally instituted, 209 courses have been created or modified to comply with the General Education component in a number of disciplines (Humanities, Arts, Literature, Math, Natural and Social Sciences, Spanish, and English), though it is worth noting that colleges such as Humanities have found it more crucial to recognize the General Education component in their basic and service courses. We will further develop this topic in the next chapter, when we discuss Standard 12: General Education.~~

~~Extracurricularand~~ Co-Curricular Activities

~~Student participation in campus life is stimulated by student organizations, sports teams, fraternities and sororities, and groups engaging in community service.~~ Curricular offerings are regularly strengthend with an ample co-curricular program of internationally prestigious lecturers. All colleges and schools ~~offer a~~engage in this rich and varied program of lectures, conferences, and talks throughout the year. The schedule is posted on the UPR-RP website or on individual colleges'websites. Many colleges have institutionalized lecture series and other similar activities, which are frequently geared toward specialized subjects in the departments or programs.

II. DISCUSSION AND FINDINGS

~~Transcending the Boundaries of Specialization~~ **Mover más arriba**

~~As we noted above, under the restructured degree students can now choose to meet their requirements for General Education courses in virtually any college(s), and either at the beginning or over the course of their undergraduate career. Another fundamental discussion during the restructuring debate concerned the need to make requirements and offerings in colleges and schools more flexible, so that students would be able to both acquire a foundation in their areas of specialization and combine different areas of study for interdisciplinary training.~~

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Today, with a more flexible structure in many of our programs, students have the option of moving between colleges and departments, creating course combinations that meet their academic needs and goals and reflect their interests. For instance, they may combine Chemistry with Art, or Mathematics with Music, or Physics with Literature. The course combinations available to students introduce them to interdisciplinary questions and multiple approaches to knowledge. This flexibility in academic structure matches students' interests with educational offerings and broadens students' knowledge in many, and sometimes quite unpredictable, ways.

~~After approval of the restructured bachelors degree in 2006, the Academic Senate certified that all of the 70 active undergraduate programs had completed curricular revisions to address the student profile. Some of the programs complied with the changes through a system of minor modifications, while others made more significant changes. During the revision process it was noted that most bachelors degrees required around 120 credits, ensuring that students, maintaining more or less steady progress in their coursework within the established four- or five-year degree period, could comfortably complete their degree.~~ Repite. Lo moví más arriba.

Program Creation and Evaluation

Recomiendo recoger la parte marcada en tabla o diagrama para enumerar herramientas de control de calidad de programas

At the system level, the UPR Board of Trustees approved guidelines for preparing and managing new academic programs, to guarantee educational offerings "of the highest quality." From that time forward, all departments or schools were required to follow the *Guide for the Establishment of New Academic Programs in the University of Puerto Rico* when preparing and submitting new program proposals.

In addition, Board of Trustees Certification 80, 2005-06 makes the professional accreditation of programs a high priority. So in submitting proposals for new programs, colleges or schools must include, over and above course outlines and other information, its strategy for achieving accreditation.

Also at the system level, the UPR approved a set of rules and regulations for the periodic review of all academic programs. Board of Trustees Certification 43, 2006-07 establishes that programs must be reviewed every five years. Like Certification 80, it also requires that programs that are periodically assessed by outside accrediting agencies must focus their evaluation process in the light of accreditation requirements.

To meet the high academic standards set in its mission, the UPR-RP has established rigorous processes for the creation and evaluation of its educational programs. The Office of the Dean of Academic Affairs (DAA) has a responsibility to plan, orchestrate, and manage academic activity on campus at the undergraduate level. The Office of the Dean for Graduate Studies and Research (DEGI) is responsible for promoting and coordinating graduate studies and research. Both offices are charged with overseeing curriculum revision and self-assessment in the various academic programs, and work in close collaboration with those programs.

The Office of the Dean of Graduate Studies and Research promotes excellence in research and creation through the continuous assessment of research centers while coordinating and supervising periodic evaluations of graduate programs in order to ensure accreditation. These efforts are part of the institution's commitment to increase research and creation and to the development and continuation of an institutional culture of assessment and evaluation.

Bachelors Degrees

At the undergraduate level, emphasis has been placed on self-assessment rather than on the creation of new programs. All undergraduate programs have completed self-assessments that have allowed them to identify strengths and weaknesses, highlight goals, design suitable academic offerings, and address any problems and shortcomings identified during the assessment process. This self-assessment has been useful for promoting among students the completion of curricular sequences leading to second degrees, double majors, minors, and professional certifications, which in turn will be useful to address the new changes mandated by Board of Trustees Certification 69, 2013-14.

Some programs have taken advantage of the bachelors degree revision to create new areas of emphasis. For example, in academic year 2007-08, the Interdisciplinary Studies Program (PREI) in the College of Humanities inaugurated a Creative Writing component. More recently, a new minor in Health and Medical Humanities, also in the College of Humanities, was approved by the Academic Senate (Certification 121, 2014-15).

Graduate Studies

At the graduate level, several programs have been created or started within the last six years, such as the masters and doctoral degree in Environmental Sciences (MS, 2009; PhD, 2010; http://envsci.uprrp.edu/index.php?page=graduates&hl=en_US). Other programs recently approved by the Academic Senate and awaiting approval by the Office of the President or the Puerto Rico Council on Education are the graduate programs in Management and Development of Cooperatives (MA, 2013: http://senado.uprrp.edu/RevisionBA/Propuestas2012-13/CSA-70-2012-13-FCS-MACoop.pdf), Urban Studies (MA, PhD, 2014; Academic Senate Certification 53, 2014-15), and Accounting (MACC, 2014; http://senado.uprrp.edu/RevisionBA/Propuestas2013-14/CSA-140-2013-14-FAE-MaestriaContabilidad.pdf). An online MLS program in Information Sciences and Technology is pending discussion in the Graduate Studies and Research Council (2015) before submission to the Academic Senate.

All these programs seek to prepare well-rounded individuals who will contribute to the advancement of Puerto Rican society, its economy, its culture and urban life. Two outstanding examples of this goal are the interdisciplinary program in Urban Studies (Colleges of General Studies and Architecture), unique in Puerto Rico, which promotes critical analysis of urban and suburban issues in order to generate meaningful and creative approaches to problem-solving, and the Cooperatives Program, which attempts to find community-based solutions to economic development problems, an alternative approach that has proven to be successful in Puerto Rico.

Vuelve al tema de herramientas de control de calidad (poner todo junto)The DEGI oversees the creation and evaluation of all graduate programs in response to the university's goals and Strategic Plan. The graduate-level Academic Program Creation Flowchart provides a guide to the approval process. To expedite its evaluation of new programs, the DEGI has also created a set of guidelines titled *Guide for the Evaluation of Proposals to Establish Graduate Programs.* These guidelines comply with Certification 80 requirements, as well as those of the Middle States Association of Colleges and Schools (MSA), those of the Academic Senate, and Certification 38, Academic Policy for Graduate Studies on the RPC, 2012-13. All proposals for new graduate programs are evaluated on the basis of these guidelines, to ensure compliance. Once a proposal is approved by the university, the Puerto Rico Council on Education (CEPR), and the MSA, each new program submits to the DEGI Office of Academic Affairs an annual report on its implementation, until the program's first class has graduated. After receiving feedback, the program submits the final document to DEGI, which in turn submits it to the Office of the Vice President of Academic Affairs of the UPR System.

Program Evaluation

Bachelors Degrees
Through the continuing evaluation of all academic programs, the institution ~~expects to~~ improves the quality of teaching, research, and service. In 2007, the UPR-RP Academic Senate, in accordance with Board of Trustees Certification 43, 2006-07, approved the use of *Guidelines for the Evaluation of Proposals for Programs in the Bachelors Degree Revision* (Academic Senate Certification 37). The objective was to ensure that the evaluation process included the changes and modifications proposed during the restructuring of the bachelors degree. ~~It is expected that~~ Self-assessment by all campus programs ~~will~~ helps "evidence and improve the quality of [the campus's] teaching, research, and service." The primary goal of self-evaluation is to encourage academic programs to engage in has initiated processes of introspection, of information-gathering and –analysis ~~that will enables it to recognize its achievements, its strengths, and the areas needing improvement. In order to address the challenges facing institutions of higher education, all members of the academic community must become actively involved in these processes, and an environment of systematic, ongoing assessment must emerge, resulting in up-to-date, relevant, effective, and innovative programs that are a credit to the institution and the island.~~

Assessment is also a tool when a program seeks accreditation. As in the creation of programs, Certification 43 requires that programs periodically evaluated by external accreditation agencies must use the agencies' requirements in their self-assessments. The self-evaluation and its results contribute in a concrete way to program revisions and the creation of new curricula in keeping with greater efficiency in the use of available resources. Mover abajo al tema de acreditación. Acortar

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First Evaluation Cycle
In 2008-09, all undergraduate programs concluded some type of evaluation process: 43 programs filed self-study reports with their respective development plans and 14 filed accreditation reports, for a total of 57, or 81 percent of all programs. However, given that

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the process coincided with the curricular revision for the new bachelors degree, some programs did not submit a self-study report, although they did go through the revision process, examining similar elements. Thus, institutionally, it was considered that to all intents and purposes the process had been completed.

Second Evaluation Cycle

In 2009-10, the second evaluation cycle began, ending in second semester 2013-14. In this cycle, programs not eligible for professional accreditation and those that were to file their reports in 2009-10 or 2010-11 used the self-study report from the first cycle, along with a progress report on the actions completed as a result of implementation of the development and/or improvement plans resulting from the self-evaluation. The programs to be accredited, for their part, submitted copies of the self-study reports presented to their accreditation agencies and the evaluation reports that the agencies had sent back to them. The DAA designed a form on which the programs could summarize their progress reports as well as examine data on program effectiveness based on enrollment, admissions, retentions and graduation rates, etc., in the light of their mission, goals, and objectives, their graduating student profile, the program's relevance, etc.

As part of this process, in 2009-10 seven academic programs submitted some sort of evaluation document; in 2010-11, two additional programs conducted self-studies; in 2011-12, nine programs conducted self-evaluations and filed their reports; in 2012-13, no self-evaluation reports were received; but in 2013-14, of the 27 academic programs conducting self-studies, 20 filed evaluation documents. Thus, when the second evaluation cycle came to completion, a total of 74 percent of the programs due for evaluation could be evaluated.

During academic year 2014-15, the DAA compiled summaries of the findings contained in each report it had received, including information on strengths, limitations and challenges, and recommendations for addressing areas of shortcomings the programs themselves had identified. In addition, elements shared by several programs across the campus were identified. The third evaluation cycle is about to begin.

Graduate Studies

The DEGI strives to ensure that all graduate programs on campus offer courses of educational excellence. In pursuing that goal, the DEGI oversees the evaluation and accreditation of graduate programs and assesses student learning, using students' feedback to continuously improve the many masters and doctoral programs on campus. The DEGI has recently implemented the Graduate Program Evaluation Plan and the Graduate Student Learning Assessment Plan. The latter is addressed in detail in Chapter 5, which discusses the assessment of student learning.

The Graduate Program Evaluation Plan was designed by the DEGI and revised by the DEGI and the Graduate Studies Advisory Council (CEGI). Its purpose is to provide graduate programs with a gauge by which to identify strengths, recognize areas that require attention, and develop strategies that lead to the program's maximum level of performance. Its primary goal is to create an institutional culture of continual, unified, flexible assessment that keeps academic offerings fresh within the world's ever-changing social situation and students' needs. This evaluation process is also governed by Certification 43, and in cases where changes are substantial, the institutional policies and procedures established in Certification 80 are followed.

Between 2004 and 2009, all of the UPR-RP's graduate programs were able to successfully complete their program evaluation as required. The next evaluation cycle is scheduled to begin in August of 2015 in accordance with a schedule established by the DEGI and the UPR President. This new cycle will follow the requirements set forth by Academic Senate Certification 38, which establishes the basis for graduate program evaluation, guidelines for updating offerings and requirements, and a structure for evaluating colleges that offer graduate courses.

To define the guidelines in Certification 38, the Academic Senate took into account the international context and the "extremely important changes taking place in graduate education." It also examined projections of the number, profile, and needs of the individuals who might aspire to graduate studies. The Senate pondered alternative areas of study and the degree level and other ways in which these programs might be offered, "including accelerated and distance programs."

The implementation of Certification 38, effective for graduate students admitted beginning in January of 2013, has already brought about curricular revisions and proposals for curricular changes from numerous graduate programs. Graduate Committees belonging to specific academic programs have addressed issues regarding their programs' mission and goals, curricula and requirements, admissions, enrollment, retention, and graduation rates. The changes brought about by these revisions and formal proposals focus on improving graduate program offerings and time-to-degree rates. They include changes in curricular sequences, creation, modification, inactivation and/or reactivation of graduate courses, and the creation of joint programs and double degree programs offered jointly with institutions on and off the island. Though the institutional approval process for new programs as well as for academic changes to existing programs is lengthy, the results benefit both graduate students' steady process toward degree completion and the institution's retention and graduation rates.

Assessment of Student Learning Mover al Capítulo 5 (Standard 14)

Program creation and evaluation at the UPR-RP is carried out in the context of our mission and shaped by the assessment of student learning. The Academic Senate is aware of the need to assess what and how students are learning in order to guarantee the quality of UPR-RP programs and educational offerings. The Senate endorsed the *Student Learning Evaluation Plan* (Academic Senate Certification 68, 2005-06), which entrusted the DAA with its implementation. In turn, the DAA created the Office for the Evaluation

of Student Learning (OEAE) to monitor and implement the plan. The OEAE supervises student assessment for both the undergraduate and graduate levels, and was institutionalized by the Chancellor through Circular Letter 1, 2014 15.

The Plan proposes a comprehensive evaluation process that systematizes, gives continuity to, and guarantees institutional support for the assessment of student learning. It is designed to assess fundamental learning outcomes such as critical thinking, continuous and constant learning, effective communication skills, aesthetic and ethical values, participation in institutional governance, and social responsibility. The design and implementation of the Student Learning Evaluation Plan demonstrates that the UPR-RP recognizes the need to monitor and improve teaching and learning processes, which is key to strengthening the institutional culture of continuous evaluation of all our educational offerings.

Program Effectiveness

The colleges of the UPR-RP campus have the autonomy to establish graduation criteria for their program, which are published in the official catalog and other documents. Graduation criteria are motivated by academic rigor, and some colleges consider the demands made on students in professional settings. For example, the minimum grade-point average required for graduation by the UPR-RP is 2.00; however, the College of Education recommends that its students attain a 2.7 GPA or higher, as needed for their certification as teachers by the Puerto Rico Department of Education. In the case of undergraduates who wish to continue at the graduate level, our students aspire to a grade-point average of at least 3.00, the minimum for applying to graduate programs.

The campus administration encourages faculty members and colleges to organize extra and co-curricular activities that promote the development of academic, social, and cultural skills for students. The "universal hour," a weekly ninety-minute period (Wednesdays from 11:30 a.m. to 12:50 p.m.) during which no classes or academic commitments may be scheduled, is used for extracurricular activities.

Regular Courses and Alternative Educational Options

Undergraduate and graduate courses are framed within the philosophy and objectives of the academic programs under which they are created. Generally, these are organized in areas of study that conclude in specific academic degrees conferred by the university. The courses offered in the UPR system are assigned course-codes within a uniform coding system that allows them to be identified on any campus according to the academic program to which they belong, their subject, level, and sequence. This coding system serves to speed up academic processes such as transfers, coordinated intercampus transfers, equivalencies, validations, and substitutions.

The syllabus is one of the documents required for registering and codifying a course in the UPR> It serves as a guide to inform the student of the course content and objectives. The continuous revision and assessment of courses helps evaluate the current curriculum and ensures that each course meets its objectives. Governing Board guidelines (Certification 112, 2014-15) stress the importance of using various instructional strategies in teaching and learning. Lecture, class discussion, and the seminar format are the most common direct-contact strategies. Other common learning methodologies are laboratories, clinical or practical instruction, theses, supervised research projects, independent studies, internships, and computer-assisted instruction. The decision regarding which instructional strategies to be used in our courses is tied to the course objectives. Instructional strategies must be clearly defined, and distinct from the resources or evaluation strategies.

Other Academic Options
Because the UPR-RP understands the importance of offering students a broad spectrum of academic options by which to advance their studies, it offers the options of a second degree or major and a minor. The priority given to innovations in curricular sequences, joint degrees, and program creation proposals keeps the university at the cutting edge of innovation in its academic endeavors, so that its future graduates may be competitive in the job market.

These policies provide students with a wide variety of curricular alternatives geared toward diversifying their undergraduate experience. For example, several joint programs have been approved and are now operating at the graduate level (JD/Business Administration, JD/Public Administration, JD/MD). In addition, certificate programs are offered as continued education or to recruit participants into graduate programs (English, Linguistics, Translation, Library Sciences). The recently approved joint masters between the School of Law and the Graduate School of Public Administration is another example of curricular proposals that include joint degrees, as is the proposal for the first BYM (simultaneous bachelors and masters degrees) submitted jointly by the College of General Studies and the Graduate School of Planning.

The Intercollege and Interdisciplinary Gender and Women's Studies Program, created in 1999-2000 (Board of Trustees Certification 123) and assigned administratively to the College of General Studies, is among the curricular sequences outside a specific "department" available to students. One of the most recent sequences, approved by the Academic Senate and proposed by the College of Humanities, establishes a collaboration between the Humanities and Medicine. This is an inter-college and interdisciplinary venture involving various programs from the UPR-RP and the Medical Sciences campus. Although it has yet to be fully approved, it has been highly praised as an important initiative, recognized in its inception by a National Endowment for the Humanities grant award. Este tema se discute más arriba. Integrar. Acortar.

Internationalization of Educational Offerings

To illustrate its commitment to internationalization and the diversification of educational offerings, the UPR-RP has incorporated international subjects and experiences into the curriculum. One example is the Joint Proposal for an International Experience Curricular Sequence between the DAA and the College of Humanities, approved in 2010 (Academic Senate, Certification 49 2009-2010), a curricular sequence on the topic "The Muslim World" offered jointly with the University of Granada in Spain.(OJO- Está inactivo. Cotejar en el DAA

The UPR-RP College of Education has been invited to participate in important collaborative projects such as one on teaching practices with the Bethlehem Area School District in Pennsylvania and another with Ecuador's Ministry of Education for teacher training in high schools, focusing on distance education and hybrid instruction.

In addition to its own academic offerings, tThe campus is a member of three important consortia that link institutions of higher education around the world in order to facilitate undergraduate student exchanges (see Chapter 6, "Study-Abroad Programs" section). Also in place are some 26 specific collaboration agreements with institutions in the U.S., Europe, Latin America, and the Caribbean (as noted in "Study-Abroad Programs," *q.v.*). These programs broaden our educational offerings and present students with the possibility of acquiring significant academic and professional experiences abroad. The following are some examples:

- The School of Architecture has international agreements with the Polytechnic University of Madrid, the University of Palermo, and the IE in Segovia. It has also established student exchange programs with other universities around the world. The school's international reach can be seen also in its publications, which have won awards from the American Institute of Architects and at the Puerto Rican Architects and Landscape Architects biennial and have been recognized by the Ibero-American Biennials in Cadiz and Madrid. The school was also reviewed in the 2011 and 2012 issues of Design Intelligence as one of "America's Best Architecture Schools."
- For the past eight years the College of Education has managed the "Africa and the Caribbean Speak" project, which began as an academic collaboration between our faculty and faculty members from several African countries including Mozambique, Benin, Senegal, and Togo.
- As part of several international collaboration agreements, the UPR-RP School of Law offers study opportunities in Spain, Belgium, Argentina, Chile, Canada, and the U.S. These include a dual degree program with the University of Barcelona School of Law, which offers students the opportunity to simultaneously obtain the *Licenciatura en Derecho* from the University of Barcelona and the Juris Doctor from the University of Puerto Rico. The program graduates lawyers with the necessary skills to perform in both judicial systems.
- The UPR-RP School of Law and the University of Antwerp have established a dual JD program and an International European Legal Studies Program certificate. The exchange program lasts from one semester to a full academic year, with a maximum of 4 students per exchange. UPR students who complete a year of studies at the University of Antwerp may obtain a certificate of participation from the International and European Legal Studies Program of the Antwerp University School of Law.

As part of the DEGI's 2015-16 Work Plan, the dean has allocated funds and resources to increase the internationalization of academic offerings and also to promote graduate study abroad. Some of the initiatives include annual international conferences on campus and consortia with universities in the Dominican Republic, Panama, Argentina, Ecuador, Columbia, Costa Rica, Spain, and Belgium.

In this manner, the institution aims to encourage the active sharing of experiences among institutions, exchanges with other regions, and, more importantly, the exchange of knowledge and skills necessary to promote an international and global vision.

¿Dónde va lo de fondos de ayuda para viajes estudiantiles para asistir a congresos internacionales y a dar conferencias por invitación? Hay en el DEGI y en las Facultades.

Research

Ethics in Research
All research projects in an academic setting, whether underwritten by external or institutional funds, are subject to rules and regulations appropriate to the nature of the research. The DEGI is charged with ensuring that all applicable federal and institutional laws, rules, regulations, and policies governing research on humans, animals, biological agents, radioactive material, and chemical agents are closely followed. To that end, the DEGI website publishes these regulatory documents so that anyone involved in any type of research on campus can access the applicable documents and obtain a thorough knowledge of the applicable norms and regulations.

Research at the Undergraduate Level
Among the key guidelines for undergraduate education established in Academic Senate Certification 46, 2005-06, is the stipulation that "research and creation must be incorporated throughout the bachelors degree as an integral part of the student's academic experience. Colleges and schools [shall] structure research and creation experiences that they deem pertinent for students. They [shall] also familiarize students with the technology needed to access information available in bibliographical and document repositories, websites, and data bases."

With the restructuring of the bachelors degree, programs revised their curricula to include extra and co-curricular offerings on the development of research skills. The UPR-RP libraries, for instance, offer students workshops in writing and communication. There are many project-based courses in which students solve problems through research, and they must present posters once a year and document their work using APA format bibliography. Student posters are routinely presented on campus to wide audiences of students, faculty members, and visitors. Others have been presented in congresses in Puerto Rico and abroad. The enduring knowledge and skills acquired in these courses and programs give our students a solid foundation for future graduate studies and professions.

Undergraduate programs in various disciplines have taken steps to give students greater involvement in research and creation projects, resulting in some cases in scholarly publications.

The Honors Program includes a research proposal and thesis as part of its curriculum. The program also counsels students on applying for prestigious scholarships (Fulbright, Ford, Mellon Mays, etc.) to continue graduate studies and broaden their research. Labs such as the recently inaugurated Environmental Anthropology Lab engage undergraduate and graduate students in interdisciplinary research. Many programs offer courses dedicated to research, and others include field research among their requirements. Some are supported by funds for trips to conferences and presentations.

At the last graduation ceremony, the chancellor recognized several students for having received fellowships at least partly in recognition of their undergraduate research. There were two Fulbright Scholars, one National Science Foundation scholar, one Truman Scholar, two scholars of the U.S. Chemical Society, and a number of other outstanding student researchers. In 2015, for the first time, five of our undergraduate students received Mellon Mays scholarships.

The Research Initiatives and Creative Activities Program (INAS), a Title V project, promotes an undergraduate culture that puts research and creative activities at the center of academic life, stimulating learning through intellectual production. The mission of the program is to enrich undergraduate academic offerings for both faculty and students. The INAS has provided training, opportunities, and mentoring to undergraduate students for research projects, and also organizes conferences at which students present posters and give talks. Also, each semester at least four workshops, on subjects related to creation, research, and academic success in any discipline, are held and evaluated. In addition, the program organizes an Undergraduate Research and Creation Summit that offers activities such as discussion panels, poster presentations, art exhibitions, literature readings, and workshops. So far, three of these conferences have been held, with more than 200 students participating in each.

Research at the Graduate Level

~~At the graduate level, curricular revision has had a great impact, particularly after the approval of~~ Certification 38~~. Since then, various programs in the colleges of Humanities, Social Sciences, and Education have completed curricular revisions and submitted modification proposals, particularly concerning requisites for various forms of research (seminars, theses, practicum, dissertations, etc~~.). El tema de la 38 está más arriba. Integrar

The DEGI promotes and coordinates research on the campus and offers programs that support all stages of research and creation. One such program is the Institutional Research Fund (FIPI), which awards grants to campus researchers on a competitive basis. These grants are awarded mainly to research proposals that have the potential to generate external revenue. Each grant lasts for two years. Between 2002 and 2013, 232 FIPI grants were made. These included graduate and undergraduate research projects, with the

participation of graduate students subsidized through the Program for Formative Academic Experiences (PEAF in Spanish) and undergraduates through the Work-Study Program. For the 2014-16 cycle, 28 additional FIPI grants were awarded.

Through the PEAF program, the DEGI also supports graduate students with research assistantships. These system-wide graduate student incentives are effectively managed on the UPR-RP campus via the procedures set forth in Council on Higher Education Certification 135, 1988-89 and Board of Trustees Certification 140, 1999-2000. The fundamental objective of the program is to provide graduate students teaching and/or research experiences that broaden their academic and professional preparation and in addition to provide assistance to the faculty members they are assigned to work with, thus contributing to the development of research, creative activity, and teaching on the campus. Under the PEAF program, graduate students receive economic incentives via a stipend and tuition waiver (Board of Trustees Certification 50, 2011-12) so they can study full-time and conclude their studies successfully in the shortest possible time. The PEAF contract can also function with external funds so long as it meets established requirements.

Our graduate students have presented projects and publications that have received awards worldwide. One such example is doctoral student Nora L. Álvarez-Berríos' project, "Global demand for gold is another threat for tropical forests", which was covered by news outlets including the BBC, *The Guardian,* and *Smithsonian Magazine.*

Some important research projects and achievements include:
- Development of a research center for protein characterization aimed at an HIV-AIDS vaccine.
- The recently opened UPR Molecular Science Building housing the Office for Innovation and Technology Transfer, a research and innovation space.
- One of the highest graduation rates of students with doctorates in Chemistry in the U.S.
- The Research Initiative for Scientific Enhancement (RISE) program, aimed at improving skills and stimulating competition among students in biomedical research. In 2015, the program received an allocation of $7 million from the National Institutes of Health for a new cycle through 2020.
- The Minority Access to Research Careers program, which receives a yearly allocation of more than $890,000 for undergraduate students to pursue graduate studies in biomedicine. Under this program, 181 students have received PhD or MD-PhD degrees. Its current participants include 89 PhD/MD-PhD students pursuing degrees throughout the U.S. and Puerto Rico.
- Undergraduate courses that incorporate research experiences, particularly in Biology, Environmental Sciences, Interdisciplinary Studies, and Chemistry.
- Several students from the MARC and RISE programs have presented their research projects in posters and lectures at the American Biomedical Research Conference for Minority Student*s* (ABRCMS). Last year, 14 students from the College of

Natural Sciences won in several categories for their research projects in biomedicine, the highest number of awards among participating universities.

- The American Chemical Society's UPR-RP chapter has received the most awards of all student chapters in the U.S.
- The Reading and Research Alliances community service project provides students and faculty members from the College of Education with research experiences in Guatemala. This project is a teaching initiative aimed at promoting reading among children. Every two years hundreds of teachers from throughout Guatemala participate in a conference on pressing literacy issues.
- The Puerto Rican Congress for Research in Education, founded in 1987, facilitates the dissemination of research projects in Education. Since its inception, the congress has brought internationally renowned figures to the UPR-RP, including Paulo Freire, Andy Hargreaves, Donaldo Macedo, Peter McLaren, Luis Moll, Joseph Maxwell, Harry Wolcott, Marylin Cochoram-Smith, Linda Darling Hammond, and Pedro Noguera.
- ALCANZA, an initiative sponsored by the Ángel Ramos Foundation and the College of Education's Center for Education Research, promotes quality early-childhood education. Since its inception in 2006, it has impacted more than 1,200 early-childhood educators.
- The XPLORAH project, conceived in collaboration with Maastricht University in The Netherlands is the first and only system in the Caribbean and Central America to use advanced imaging technology to make numeric and graphical projections of the long-term impact of infrastructure projects and urban development.

Research Centers

At the UPR-RP, research is concentrated and intensified in the research units—centers, institutes, seminar rooms—integrated into and complementing departments, colleges, and schools. The research units create and explore new knowledge, often through interdisciplinary or inter-institutional collaborations among researchers, thereby impacting the disciplines and driving society, the economy, public policy, etc., in order to stimulate community development or to transfer and commercialize new technologies and new products. The research centers facilitate and promote research and its dissemination through publications, seminars, and conferences. They offer research opportunities to undergraduates, graduates, and postdoctoral students as well as faculty members and researchers, and they stimulate exchange between researchers worldwide. The administration seeks to capitalize on resources and facilities to attract extramural funds and thereby augment the capacity and scope of research units. The research produced in these units also helps fulfill the profile of the UPR-RP as an internationally recognized research university.

It is the policy of the DEGI that the research units must evaluate themselves periodically in order to improve their performance and rethink their profiles, missions, and priorities. Each time the research units are evaluated, they seek to define research areas with more clarity, identify new opportunities, and increase the quantity and quality of the research in order to contribute to the island's development and improve UPR-RP education at the undergraduate and graduate levels.

Some examples of our research centers are the Architecture and Construction Archive of the School of Architecture, which organizes congresses, lectures, and educational exhibits, conducts research, and publishes two series of specialized papers. The Archive also aids in the process of nominating significant properties to the National Register of Historic Places. Poner en tabla o diagrama

The School of Architecture is also home to the CIDI Research Center, which has collaborated with Stanford University, the University of Slovenia, and the UPR-Mayaguez campus in developing a curricular sequence in Integrated Practice in Architecture/Construction Engineering. This center also takes part in an NIH research project with the College of Natural Sciences.

The Graduate School of Information Sciences and Technology has its own unique research center: the Observatory of Information-Related Studies, dedicated mainly to carrying out bibliometric studies on scientific activities in Puerto Rico.

The College of Humanities' several document collections are unique in Puerto Rico: the Center for Historical Research possesses the island's only collection of primary sources from the 16th through 18th century for research in the history Puerto Rico; the Lewis C. Richardson Seminar Room contains research material in English literature and linguistics, with a particular emphasis on the English-speaking Caribbean. Two seminar rooms have grown from the collections of distinguished 20th-century intellectuals who taught in the College of Humanities: the Federico de Onís Collection, which contains works invaluable for the study of Hispanic literature, and the Ludwig Schajowicz Collection, which holds a collection of philosophy texts unique of its kind in Puerto Rico.

The College of Social Sciences has the Center for Social Research, which provides an institutional environment for intellectual experiences that impact today's academic and social debate by tying research to teaching and society; the Caribbean Studies Institute, conceived to foster research and publication on Caribbean topics from the perspective of the social sciences and humanities; the Psychology Research Institute, an interdisciplinary research unit in psychology and other related fields; the Violence and Complexity Research Institute, whose mission is do interdisciplinary research on the subject of violence from the paradigm of complexity; the Social Work Scientific Research Unit, created to promote research on this particular field in order to support the study of contemporary problems in Puerto Rican society; the Economics Research Unit, whose mission is to encourage research, publication, and intellectual exchanges in the field of economics; and the Cooperative Research and Development Program, a research initiative that links academic research with cooperative and community endeavors in order to support the cooperative economic model in Puerto Rico.

Renowned Graduate Programs

The UPR-RP hosts a variety of unique graduate programs:

- The Masters Program in Linguistics, the only such program on the island, prepares professionals of the highest caliber who can address the most recent challenges and developments of the discipline through theory, research, publication, and the

application of linguistics to related fields. The program frequently helps meet the need for Spanish teachers in the public school system by offering a special post-masters certificate in Teaching Spanish as a First Language.

- The Graduate Program in Translation (MA) boasts a Center for Translations and Research, which produces translations requested by other departments in the UPR system or by public or private entities, and contributes to the improvement of translations produced in Puerto Rico. The Translation Program has proven to be one of the most successful masters-degree programs on campus, consistently attracting international students and often placing its graduates in competitive positions in federal agencies on and off the island.
- The College of Natural Sciences' Graduate Program in Environmental Sciences, unique in Puerto Rico, provides students with a solid scientific grounding in the natural and anthropogenic processes that impact the environment and prepares scientists and researchers with a profound and integrated knowledge of the environment and environmental issues as well as knowledge of methods and techniques for environmental research, so that they and the society can make decisions aimed at achieving a sustainable way of life.
- The masters in Cultural Management and Administration, in the College of Humanities, is an innovative program that combines cultural theory with practical experiences in the creation and administration of cultural organizations of all types, and aims to prepare professionals with the sensibility and analytical capacity to understand cultural processes while providing them with the necessary knowledge to act effectively and creatively in the area of cultural management.
- The Graduate School of Social Work seeks to prepare social workers with a clear vision of democratic life and a high sense of responsibility toward their peers, which translates into a militant position in guaranteeing human and civil rights and dealing with social issues. The program is responsible for training professionals in the field, providing them the skills to assume effective leadership in the development of social services on the island in order to create a better quality of life in Puerto Rican society.
- The masters in Business Administration, the only AACSB-accredited program in Puerto Rico and the Caribbean, is designed for professionals who want a solid business foundation geared toward ethical decision-making with an emphasis on innovation, technology, and an international perspective. This program develops competent leaders and business managers in the practice of entrepreneurial and administrative sciences and promotes global perspectives, social responsibility, and ethics in business studies.
- The PhD in Linguistics and Literature of the English-Speaking Caribbean, granted by the English Department, College of Humanities, is the only one of its kind in Puerto Rico and the Caribbean. Students receive support for attending academic conferences in their respective fields and are encouraged to publish before the completion of the degree. In addition, the department consistently sponsors talks and workshops by leading academics, authors, and artists in the fields of Caribbean Studies.

Accreditation

In recent years, the initiative to promote external scrutiny of all programs by an accrediting agency has strengthened the UPR-RP's profile and cemented its reputation as an educational institution of the highest order, capable of providing evidence of the strength of its programs. Voluntary professional accreditations testify to the fact that our programs possess characteristics of the highest quality, and to our ongoing fulfilment of our mission (1) "to provide an undergraduate education of excellence that offers an integral vision of knowledge," harmonizing general and specialized education, and (2) to develop "innovative and relevant research, service, community, and continuing education programs that respond and contribute to the campus's academic and professional endeavor." Our programs are accredited by some of the major accrediting agencies in the United States.[3]

Accredited Programs
As part of the accreditation process, the UPR-RP offers unique programs that have achieved accreditation for the first time. Some examples of these are:

- The Public Administration program, founded in 1943, which recently completed its accreditation by NASPAA (2010), is not only the only program in this field in the university of Puerto Rico system but also the only one of its kind in Latin America and the Caribbean.

- The UPR-RP also has the only College of Business Administration of any public university in the Caribbean, Central and South America, and Spain accredited by the AACSB. In order to achieve accreditation, the College adopted an intense research and publication culture and substantially increased the number of faculty members with terminal degrees. Furthermore, the BBA program in Information Systems is the only program in Latin America and the Caribbean accredited by both the AACSB and ABET (2010); while the BA in Administration of Office Systems is accredited by the ACBSP (2009).

- The UPR-RP hosts the only School of Communication in Puerto Rico with three majors accredited by the ACEJMC (2012): Public Relations and Publicity, Audiovisual Communication and Information, and Journalism.

- The Graduate School of Counseling and Rehabilitation has achieved the highest accreditation in the field of professional counseling by the CRE (2013).

Other graduate programs have a long tradition of accreditation, as for example:

- The masters in Planning, which boasts academic and professional accreditation by the United States Planning Accreditation Board since 1978. It is yet another unique program in Puerto Rico and the Caribbean, with Mexico and Canada being the only other two countries outside of the continental United States to offer such a program.

- The Graduate School of Information Technology and Sciences, which has been accredited by the American Library Association since 1989 (renewed in May 2015), making the UPR-RP the only institution in Puerto Rico, the Caribbean, and Latin America with this accreditation.

- The School of Law's commitment to its students' service to Puerto Rico is witnessed by the Legal Aid Clinic, which since the 1950s has served as a bond between communities and law schools accredited by the American Bar Association and the Association of American Law Schools.

The DAA centralizes accreditation initiatives on campus, which in recent years have seen noticeable improvements. All programs eligible for accreditation have completed the curricular revision for accreditation with the exception of the PhD program in Clinical Psychology and three programs in the Humanities College: Music, Drama, and Art.

Accreditation of Services
Recognizing the importance of peer review for maintaining the quality and competitiveness of our services, the UPR-RP promotes the accreditation of all services that are eligible for accreditation. Three such services are the library system, accredited by the American Library Association; the Center for Preschool Development, accredited by the National Association for the Education of Young Children; and the Museum of History, Anthropology, and Art, which is accredited by the American Alliance of Museums. The museum counts among its holdings one of the most complete collections of archaeological artifacts from the Caribbean in the Antilles. It is also the only accredited museum within a Caribbean institution of higher education. Out of 17,500 museums in the U.S., only 1,000 are accredited.

Other Academic Services and Learning Resources

Libraries
The central unit in the UPR-RP Library System is the José M. Lázaro Library, whose holdings include the most complete lending and periodical collections in Puerto Rico, including the Puerto Rican Collection, the Caribbean Studies Regional Library and the Rare Books Collection (Josefina del Toro Fulladosa Collection), which represents one of the most valuable research collections in the Caribbean. Other units of the Library System are located throughout the campus in the colleges of Business Administration, Education, General Studies, Humanities (in the Music Department), and in the School of Public Affairs, the School of Communications, the School of Planning, and the Graduate School of Social Work.

Library Assessment and Evaluation
In 2008 all the libraries of the University of Puerto Rico system completed a self-study process using the good practices proposed by the American Library Association (Association of College and Research Libraries). As part of this process the Library System as a whole carried out a formal evaluation over a one-year period. The findings suggested general user satisfaction with its services, electronic resources, library usefulness, and its instructional workshops.

Other independent library units also completed this process (Law, Architecture, and Natural Sciences).

While the UPR-RP Library System employed a range of techniques in evaluating the quality and effectiveness of its academic and administrative work, the ACRL recommended that the Library System adopt a formal assessment plan, including tools and methods that allow information to be compiled, organized, interpreted, and evaluated in a systematic way.

Most of the areas identified for improvement have already been addressed, such as Wi-Fi within the building, printers, scanners, microfilm readers, more computer programs, and an increase in the number of information-skills workshops and courses and in individual and group study areas. Other recommendations included increasing some units' hours of service, acquiring more furniture and photocopiers, and improving the physical state of some units.

Subsequent to this process, the Board of Trustees recommended that the UPR President and chancellors continue to endorse and improve the evaluation of all our libraries (Board of Trustees Certification 38, 2009-10). The units are also expected to periodically report to the Board of Trustees on the progress made in this initiative. A second self-study cycle is currently planned for the UPR Libraries.

Services
The Library System has established a range of operating hours for its libraries, collections, and service units, taking into consideration the campus's academic offerings, academic calendar, attendance statistics, available human resources, and safety issues. Although the need for more service hours has been a permanent call from students, the library carefully monitors the use of its facilities to ensure appropriate access. The Chancellor's academic plan recommends that libraries be open for longer periods of time, especially the Lázaro Library, and that its human resources be increased.

The campus's main library services are located in the José M. Lázaro building. The Reference Collection has the longest extended service hours, from 8:00 a.m. to 12:00 midnight. The Computer Center has 44 computers with printers. Two computer classrooms for workshops, etc. are also available. Both the computer center and one of the classrooms were remodeled last year. The online reference service (using LibAnwers) operates 24/7, and its users receive answers to their questions within 48 hours. Access to ebooks has

increased and is available to a larger number of constituents.

Students working in Services for the Handicapped promote respect for the handicapped and strive to improve the academic performance of these students. Assistive-technology resources such magnification software and text-to-voice software are available. Under the "Law to Install the Inclusive Technology Assistance Library Services System in All Libraries" (Law Number 63 of April 15, 2011), we are continuously updating our systems and ensuring that we follow the regulations for offering technological assistance services.

Library Collections and Information Resources

Information resources include print, digital, and online collections. The online catalog provides descriptions and locations of catalogued information resources, including links to online resources such as ebooks. Subscriptions to approximately a hundred databases supports the campus's academic programs and research activities. Local access to databases is available to scholars, researchers, students, and the general public from any of the computers connected to the UPR-RP network—both computers permanently on campus and available to the university community and personal computers or mobile devices authorized to connect to the network. Remote access is provided, through an authentication process, to registered students and active employees.

The Digital Collections of the University of Puerto Rico is an online repository of images and texts related to the history and culture of Puerto Rico. These resources are available to scholars, researchers, students, and the general public.

Since 2012, budget allocations for print materials (books and journals) have been reduced while online subscriptions have increased. The budget reduction for print resources has limited the purchase of research and creative publications by Puerto Rican and Latin American authors, where few digital options are available.

Library Faculty and Personnel

The Library System staff has a wide range of education in terms of their disciplines and the academic degrees they possess. All teaching librarians and those with probationary contracts have a Masters in Library Sciences or in Information Sciences from institutions accredited by the American Library Association (ALA). New faculty are required to have a doctoral degree in their discipline or the commitment to complete their PhD in a related field. This policy has made the recruitment of teaching librarians difficult, and at the present time there are not enough librarians and other qualified personnel to attend to the needs of users.

This reduction in the number of teaching librarians has resulted in the use of funds usually allotted to make up the budget deficit for periodicals subscriptions to pay for compensations to librarians and assistant librarians to cover the service schedules in some units. It has also entailed a reduction in services in some units, which has the effect of curtailing the development of new projects.

The Library System provides formal and informal instruction through the Library Instruction Program (**LIP**), coordinated jointly by the Reference Collection and the libraries and collections. Most of these instructional activities are triggered by requests from faculty members and are tailored to the particular course for which they were requested. Informal instructional opportunities are also available through the Tutorials section on the library web page http://biblioteca.uprrp.edu/Tutoriales.html. LIP Statistics from 2005 to 2014 show, on average per year, that there were 213 instructional activities, 3,273 students took part, and 65 faculty members requested the services. Data from libraries and collections are not included in this breakdown.

The library's accreditation findings included a recommendation to develop a program to integrate information literacy into the curriculum in order to impact a greater percentage of students. This might be accomplished by restructuring the Library Instruction Program or creating a module for this purpose. To achieve this goal, in 2008 the Library System director submitted a proposal for a Project to Integrate Information Skills into the Curriculum. At the same time, DAA Circular Letters 5 (2008-09) and 14 (2010-11) established the institutional policy to advance this initiative. Between 2008 and 2013, three colleges and their libraries implemented PICICs at the undergraduate level: Business, Education and General Studies. The College of Education also initiated the PICIC for the graduate level. Learning outcomes are shared with the colleges' assessment coordinators in an effort to contribute to the general process of assessment of student learning, as we will see in Chapter 5.

LATINDEX (No menciona que lo importante es que hay estándares altos de admisión)
The institution has had success in promoting the inclusion of all UPR-RP journals in the Regional Cooperative Online Information System for Scholarly Journals from Latin America, the Caribbean, Spain, and Portugal (LATINDEX). This organization, founded in 1995, is a regional online cooperative network that offers members the opportunity to disseminate knowledge and content across the region and throughout the Hispanophone culture. Through this initiative the campus has secured a higher level of visibility and international coverage for its publications. Three online databases are available through the organization. One of these is the Directory, which includes all the bibliographical and contact data for all registered journals. Another is the Catalog, which includes all printed journals that meet the criteria for editorial quality outlined by the organization. The UPR-RP has 26 journals registered in the Catalog and 36 in the Directory. These academic journals, most of which are peer reviewed, are excellent resources for both undergraduate and graduate students in the completion of research projects and assignments that form part of course requirements.

Distance Education Cuidado con el énfasis, pues si nos comprometemos, habrá que cumplir. Se aplicará a programas selectos?; ¿es objetivo prioritario? Reconocer complejidad del objetivo en cuanto a servicios …etc..
Adopting and promoting distance education on campus helps meet the institutional objectives of teaching-learning, research, creation, intellectual and scientific production, and internationalization. Distance education helps make the campus's priority objectives outlined in Vision University 2016 truly feasible.

The UPR-RP recognizes that distance education has the potential to enrich academic experiences and broaden student access to education, both present and future, without the geographic, social, economic, schedule, or physical restrictions that would otherwise make university studies difficult or impossible. Distance education also responds to the growing demand from populations that need or prefer the flexibility of this form of education. At the system level, the UPR recognizes the need to use online education for the benefit of various groups the university serves, such as non-traditional students, professionals interested in continuing education, graduate students, and students from other campuses or institutions who want to enroll in courses and programs unique to the UPR-RP or unavailable where they currently study. As a result, the UPR-RP recently approved a Distance Education Policy (Academic Senate Certification 125, 2014-15), which has yet to be implemented.

In this area, one of the most important proposals soon to be submitted for approval is the online masters degree program in the Graduate School of Technology and Information Sciences. This degree will provide distance education and is poised to attract non-traditional students as well as those who have difficulty with the traditional classroom-based learning model. This format allows the UPR-RP to reach new groups of students and simultaneously enhance the excellence of its academic offerings. It will be the first program of its kind at the UPR-RP, and certainly pioneer in opening the doors for other such initiatives.

Center for Professional Learning and Development

Located on the second floor of the José M. Lázaro building, the Center for Professional Learning and Development is a new space that uses the most modern practices to support and promote collaborative learning. The center also provides online access to information and resources available on and outside the campus. The center offers workshops, short courses, and seminars to improve teaching/learning processes, research, and communication skills. There are plans for the space to serve as a link for an online mentorship program between graduate students.

This novel initiative is part of a Title V Project implemented on campus in 2009 whose purpose is to expand and strengthen graduate education through distance learning. The UPR-RP's project is sponsored by the U.S. Department of Education Promoting Post-Baccalaureate Opportunities for Hispanic Americans program and supported by a five-year $3 million budget extending from October of 2009 to September of 2014. The project coordinator and the Library System director are discussing agreement memorandums to institutionalize the project, renaming it the Student Research Network (RIE), and to extend its services to undergraduate students.

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Workgroup 3 offers the following conclusions:

- The bachelors degree was restructured to focus on interdisciplinary knowledge. In terms of program creation, there was more regeneration than creation, as emphasis tended to be placed on evaluating and assessing undergraduate programs. At the graduate level, several new programs have been instituted and existing graduate programs have been subject to rigorous self-study overseen by the DEGI.
- Regular and alternative courses, second degrees, double majors, minors, and certificates are widely available, as are curricular sequences?? and joint degrees. (No se abolió la Certificació 47?)
- Research is conducted at both the undergraduate and the graduate levels by faculty members, researchers, and students. Projects, programs, specialized centers, and the Honors Program function well with respect to student involvement in research. Standards and protocols are followed with respect to research ethics.
- The expansion of internationalization efforts is evident in the UPR-RP's educational offerings, research, and related projects.
- Library services are important, with specialized collections in the main library and colleges throughout the campus. It has been difficult to hire staff because of the current policy that all new faculty hires must have doctorates. No aporta conclusión a este capítulo. Poner en Faculty/staff
- The campus has demonstrated a commitment to Distance Learning and Service Learning as well as to facilitating the admission of transfer students. OJO Hay resultado que evidencie esta afirmación? Mejor hacer recomendación precisa que reconozca que estamos lejos.
- Conclusions are more readily drawn when taking Standard 11: Educational Offerings into consideration alongside related standards, such as Standard 8: Student Admissions and Retention, and Standard 10: Faculty, which discusses challenges in hiring sufficient teaching and support personnel to serve all areas of academic and administrative life at the institution (academic offerings, research, services, etc.). No aporta conclusion a este capítulo

Recommendations

Workgroup 3 offers the following recommendations:

- Academic programs that are seen as interrelated or significantly overlapping should develop methods and processes for collaborateing in ways that can strengthen offerings for all collaborating units. This is not a crude suggestion, in times of fiscal crisis, for ways to cut programs that may appear to be duplicating efforts when they are instead guided by distinct pedagogical philosophies and disciplinary frameworks. Collaboration across departments and colleges can assist in strengthening offerings and planning for the future when departments are smaller and more agile, as is already the case as the campus experiences more retirements and fewer tenure track faculty hires. It is also a way of addressing gaps and supporting interdisciplinary innovations. Excelente recomendación. Corregir redacción repetitiva y aclarar mejor.

- The recently approved Humanities-Medical Sciences alliance should serve as a model for more interdisciplinary collaborations between colleges, schools, and other metropolitan-area and regional campuses, as well as perhaps between the UPR as a public institution and local private institutions. This would be a way to further interdisciplinary training between fields that already benefit from and produce interdisciplinary knowledge, and could also be the source of new knowledge and innovation in fields that are still relatively new in the production of interdisciplinary knowledge.

- In the interest of more innovative ~~educational and~~ curricular offerings, policies and processes should be developed to facilitate team-teaching. Team-teaching could also serve for further development for faculty, especially in the mentoring of junior scholars. ~~At the moment this is not often pursued because faculty members are under the (perhaps mistaken) belief that team-teaching would not count as part of their normal course load. However, if a course is cross-listed across two departments and/or colleges and assigned to a classroom that holds at least double the respective departments' normal limit of students, then the faculty members could divide the grading and offer exciting and needed new courses in a variety of fields, bringing students of very different disciplinary cultures into dialogue and debate on pressing matters. Occasional and strategic team teaching is also a good way for the campus to help forge faculty relationships that could serve to mentor junior faculty (as per a recommendation in Standard 10: Faculty).~~Repetitivo. Muy detallado para una conclusión.

- It should be mandatory for all doctoral programs to include a course offering (or perhaps as a type of voluntary student support service) focused on job market preparedness and alternative careers in the light of expectations and norms currently at play in the given field, and addressing the urgency of recognizing and mentoring toward alternative careers. Explicar el programa de Internados]The initiative to create these offerings or services should be led by the DEGI, and instituted with the new regulations governing graduate studies under Certification 38.

- The DEGI should institute a campus-wide or college-level dossier service for streamlining the process by which faculty submit letters of recommendation (at the request of students), and perhaps equipped with tracking and deadline reminders. Though many international graduate programs and online services currently exist for this, some areas are still paper- and snail-mail-oriented or use forms in combination with letters. With fewer tenured and tenure-track faculty, this would also help ensure that students have enough faculty members to go to for this service and that letters are submitted in a timely manner. This service would also address the fact that today it takes a good deal of time for exiting graduate and undergraduate students (especially in some fields) to secure stable employment, which means that faculty members are writing many more letters over a longer period, often as much as two years, for the same qualified graduates.

- The DEGI should also consider operating an electronic clearing house to alert all graduate students to all internal and external grants available in their respective fields, for every stage of their studies. Especially considering that the UPR-RP is a

Hispanic-serving institution, this should prove fruitful. Finally, the DEGI should conduct mandatory exit interviews, in the form of questionnaires or surveys, with each graduating doctoral candidate, with results to be included as part of the assessment and self-study for the students' respective programs. Doctoral graduates should then be tracked for two purposes: (1) for a list of graduates and their job placement to be published and updated regularly on the website of each doctoral program. (A doctoral program that cannot list the placement of its graduate alumni should rethink its purpose, and lists that include impressive placements should aid in recruitment); and (2) for a list of alumni for the purposes of broader institutional fundraising.

APPENDICES, TABLES, AND FIGURES

STANDARD 6: INTEGRITY

Tables

Table 4.1: Grievances Resolved by Student Ombudsman, 2011-2014

Table 4.1: Grievances Resolved by Student Ombudsman, 2011-2014

Type of Case	2011-12	2012-13	2012-13	2013-14
Academic	126	112	112	115
Financial (fines, charges, problems with financial aid)	18	40	40	35
Administrative	17	44	44	42
Interpersonal	25	36	36	26
Discrimination	0	0	0	0
Reasonable accommodation	n/a	n/a	0	5

Table 4.2: Human Subjects Application by Academic Year

Table 4.2: Human Subjects Application by Academic Year

Human Subjects Applications by Academic Year

College/School/Unit	2009-10 Received	Approved (%)	2010-11 Received	Approved (%)	2011-12 Received	Approved (%)	2012-13 Received	Approved (%)	2013-14 Received	Approved (%)
Business Administration	6	4 (66)	2	2 (100)	8	8 (100)	8	8 (100)	10	8 (80)
Natural Sciences	4	4 (100)	2	2 (100)	8	5 (62)	2	2 (100)	4	3 (75)
Social Sciences	21	19 (90)	20	17 (85)	11	10 (90)	23	19 (82)	21	18 (85)
Education	8	7 (87)	11	8 (72)	17	15 (88)	15	13 (86)	9	8 (88)
General Studies	1	1 (100)	0	0	2	2 (100)	0	0	2	2 (100)
Humanities	3	3 (100)	2	2 (100)	0	0	1	1 (100)	1	0
Architecture	0	0 (100)	0	0 (100)	0	0	1	1 (100)	0	0
Communication	1	0	1	1 (100)	0	0	1	1 (100)	0	0
Law	0	0	0	0	0	0	1	1 (100)	1	1 (100)
Graduate School of Science & Information Technology	0	0	0	0	1	1 (100)	2	2 (100)	2	2 (100)
Graduate School of Planning	1	1 (100)	2	2 (100)	1	0	0	0	1	1 (100)
Offices of Deans of Students**	6	4 (66)	2	2 (100)	1	1 (100)	3	2 (66)	4	4 (100)
Library System	0	0	0	0	1	1 (100)	0	0	0	0
CAUCE	0	0	0	0	0	0	1	0	0	0
Outside Researchers	14	12 (86)	5	4 (80)	8	7 (87.5)	5	5 (100)	3	3 (100)

Source: DEGI Committee for the Protection of Human Research (CIPSHI); Prepared October 28, 2014

**Includes Offices of the Deans of Graduate Studies and Research and Academic Affairs as well BA and MA students

STANDARD 10: FACULTY

Tables

Table 4.3: New Tenure-track Positions at UPR-RP by Unit, 2011-15

Table 4.3: New Tenure-Track Positions at UPR-RP by Unit, 2011-15

College, School, or Unit	Number of New TT Searches Authorized
College of Business Administration	5
College of Education	2
College of Humanities	14
College of Natural Sciences	13
College of Social Sciences	14
School of Architecture	1
School of Communication	1
School of Law	1
School of Planning	2
Graduate School of Science and Information Technologies	3
Library System	1
TOTAL	**57**

Table 4.4: Full-Time Highest Degree outside Puerto Rico

Table 4.4: Full-Time Highest Degree outside Puerto Rico

Country	Quantity	Percent
Asia	4	0.50%
Europe	87	11%
Latin America	29	3.6%
Other countries	8	1%
USA	436	55%
Total	**564**	**71.1%**

STANDARD 11: EDUCATIONAL OFFERINGS

Tables

Table 4.5: First-year Enrollment by Year

Table 4.6: Graduate Enrollment by Year