

Monitoring Report to the
Middle States Commission on Higher Education

UNIVERSITY OF PUERTO RICO AT CAYEY

September 1, 2010

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<http://www.cayey.upr.edu/catalogo-de-cursos>

UPR-Cayey Institutional Assessment Plan

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMzExZGE0MTMtY2ZiNy00YWMzLTg4ZTgtZWE4NjFkNjU4MDIm&hl=en>

UPR-Cayey 2010 MSCHE Institutional Profile

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VOWU2Y2QyN2ItOGNkZC00NDJmLTk4YmQtM2U5ZTBjMjAyMjhh&hl=en&authkey=CKKovNMI>

Faculty Regulations

<http://www.cayey.upr.edu/node/1194>

Student Handbook

<http://www.cayey.upr.edu/reglamento-de-estudiantes-upr-cayey>

Audited Financial Statements:

Fiscal Year 2005

http://www.upr.edu/?type=servicios&id=3&string=DOCUMENTOS+DESCARGABLES&ancla=estados_financieros&f=2005&s=0

Fiscal Year 2006

http://www.upr.edu/?type=servicios&id=3&string=DOCUMENTOS+DESCARGABLES&ancla=estados_financieros&f=2006&s=0

Fiscal Year 2007

http://www.upr.edu/?type=servicios&id=3&string=DOCUMENTOS+DESCARGABLES&ancla=estados_financieros&f=2007&s=0

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http://www.upr.edu/?type=servicios&id=3&string=DOCUMENTOS+DESCARGABLES&ancla=estados_financieros&f=2008&s=0

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Introduction

Institutional Overview

Established in 1967, the campus, formerly known as Cayey University College, is the only four-year undergraduate institution, among the eleven campuses that comprise the State's Public System of Higher Education, where there is a perfect balance among the disciplines of arts, science, education, and business, hence earning its classification as a *Baccalaureate College of Diverse Fields with a Balanced Arts & Sciences/Professions Undergraduate Instructional Program* by the Carnegie Foundation. It acquired its autonomous status by means of a resolution of the Puerto Rico Commission on Higher Education (PRCHE), and has been accredited by the Middle States Commission on Higher Education (MSCHE) since 1975, receiving its most recent statement of reaccreditation and licensing on behalf of the MSCHE and PRCHE, respectively on June 22, 2005. As of August 24, 2010, the campus community consisted of 3,550 undergraduate students, 162 instructional and 17 non-instructional faculty, and 364 administrative personnel.

The UPR-Cayey Mission Statement, as revised in 2006 (see Appendix A), establishes the institution's commitment to a well-rounded education of excellence through 28 baccalaureate programs in Teacher Preparation (11) and the Natural (4) and Social Sciences (4), Humanities (4), and Business Administration (5). General and specialized studies are viewed as complementary experiences in human development, offering an innovative and interdisciplinary education, while keeping in perspective the virtues of each discipline. There is a commitment to the development of human beings who believe in excellence as a standard for life, thus students discover in themselves the resources and motivation for learning and find their way to seek and create knowledge that gives a full life, with a lifelong commitment to learning. The institution strives for an integrated campus community, sustained by its commitment to education as a way of life, while recognizing that all members are students and that all may be teachers. In all, the UPR-Cayey strives to be alert to the great themes of their times, seeking to educate for life.

The revised mission, in correspondence with the UPR System mission, guides all institutional activities, while the UPR-Cayey 2006-2016 Strategic Plan (Academic Senate: 16, 2006-2007; see Appendix B), sets the stage for accomplishing the institutional mission by defining priorities and emblematic projects, while identifying critical assessment areas, thus guaranteeing constant improvement of academic development, operations, and student services.

Recent Changes

In November 2009, the UPR-Cayey submitted to the MSCHE an Information Report¹ "clarifying and outlining the nature and status of recent changes in leadership positions, and the campus' ability to preserve continuity through the transition and continued compliance with MSCHE standards 4, 5, 6 and 11". The institution has since then experienced turnover among key positions including the Deanship of Student Affairs and the Office of Planning and Development (OPD), due to retirement, while at the academic departments there have also been resignations due to personal reasons. Nevertheless, in accordance with the value the UPR-Cayey places on staffing that emphasizes the selection of "qualified staff and appropriate to the goals, type and

¹ Available at <http://www.cayey.upr.edu/files/u18/InformationNovember09.pdf>

size of institution”, the designations to fill these vacancies have relied heavily on past experiences in the same or similar positions².

In June 2010, the institution presented its Periodic Review Report (PRR) to the MSCHE³. As established in the report, undergraduate enrollment was deliberately reduced by approximately 300 students in response to the Administration’s strategy to reduce adjunct faculty and make better use of the established course capacity of 30 students per section, along with a reduction of freshmen admissions by 100 students and a determination to minimize admission of students on probations and students transferring from private institutions, so as to ensure the highest academic standards to those students that we could responsibly serve within our financial constraints. Finally, the current budget for the 2011 Fiscal Year resulted in a reduction to what was projected in the MSCHE-PRR (\$35,626,372, as opposed to the projected \$37,228,978) while the financial projections through Fiscal Year 2015 have also experienced reductions, an issue that will be thoroughly documented within this Monitoring Report.

Institutional Context on Issues Addressed in the Report

For the past years, the Island’s economy has been experiencing a recession translating into reductions in the government’s revenues which in turn led to an additional reduction of the UPR general budget. To cope with financial constraints, in 2009 the President’s Office issued a set of cautionary measures including: freezing all vacant administrative positions were to be frozen and reducing operating expenses such as travel, paper, equipment and utilities, especially in administrative instances. In addition, the UPR-Cayey has implemented internal measures to assure the continuity of all operations that support the institution’s Mission, Goals, and Objectives. These actions set the stage for the onset of multiple expressions on behalf UPR-Cayey campus community, since October 2009, regarding their concerns with the fiscal state of the UPR as a whole.

In November 2009, the General Student Council met with the Chancellor to discuss the financial projections for the current and next fiscal years, and discuss the alternatives that were being considered to deal with the fiscal constraints. Shortly after in December, two assemblies were celebrated, one for Faculty members and one for administrative personnel, where the same projections were presented. At the faculty’s request, an ad hoc committee to assess the institutional finances and present possible solutions was formed and a report, distributed to the entire campus community on March 12, 2010, was prepared.

Also in March, the Deanship of Academic Affairs was planning the academic offerings for the 2010 summer session, which would allow students to benefit from financial aid, for the first time, as long as they were enrolled in at least six credit hours required for academic progress, none of which could be for course repetition. This proposal was developed in accordance with the Board of Trustee’s Certification 59 (2008-2009) which allowed each campus to establish their own measures for offering summer sessions within the fiscal constraints, while suspending the established summer salary rate of 1.5 times the monthly salary earned during a regular session for 3 credit hour courses. The session would be offered under the Division of Continued Education and Professional Studies (DECEP), thus allowing for a self-financed session with an added fee of five dollars per credit to the students and a reduced salary of \$3,300 for faculty (per 3 credit hour courses). This modality sought to expand the 2009 summer offer, developed

² Key leadership positions as of September 1st 2010, available at https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZWNhZjEwMWUuMjY4Yy00ZWY5LWlzMdAtNGUxOTY3MjQyZDlm&hl=en&authkey=CN_LlFAG

³ Available at <https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZDZiMTZkOGUuNzEzNi00ZTEzLWlyZjktZDA5YTFiNDVnZl0&hl=en>

upon a proposal from the Student Council, where courses were offered under the Extended University (UnEx), students paid an additional \$35 per credit, and faculty compensations were offered at a rate of \$3,000 per course. Faculty disinclination, in 2009, to accept the established rate led the institution to schedule a limited offer.

By March 26, 2010, UPR-Cayey had already received the Board of Trustees' Certification 98 (2009-2010) which requested from the Deanships of Academic Affairs and Student Affairs their recommendations regarding tuition exemption for honor students and talent recognition⁴. This certification was of particular concern to students as it requested the establishment of uniform standards for assigning exemptions across campuses, and defined the exemptions as a financial aid, requiring students to choose between Pell Grants and the exemption, in an effort to avoid a "double dipping".⁵ On April 22, 2010, at a Student Assembly where the summer course fee and the exemptions certification were being addressed, with presentations on behalf of the General Student Council and the Chancellor, a vote for a 24 hour stoppage was approved as a statement of their worries and in support of the stoppage decreed by the Río Piedras students. Shortly after, on April 27, at an assembly attended by 84 faculty members⁶ a 72 hour stoppage was decreed in opposition to further reductions in the UPR budget. The faculty's determination was approved and endorsed by students at an extraordinary assembly that same day. Finally, on May 3, 2010, at a community assembly with student, faculty and administrative personnel representation, a one week stoppage, which was maintained as an indefinite stoppage until June 21, 2010, was decreed denouncing budget reductions, Certification 98, and revisions to the working conditions of faculty and administrative personnel.

The strategies employed by the institution's leadership to achieve a climate of shared collegial governance at the UPR-Cayey prior to, during, and after the community stoppage played a significant role delaying its onset at the institution and in promoting an institutional climate of mutual respect and collaboration among the Administration and the supporters of the stoppage. As will be noted in the section on *Leadership and Governance*, the Administration continuously employed mechanisms for informing the community about institutional related issues, the UPR-Cayey budget, its allocation, and future projections, and above all, insisted consistently on the need for an Open University in benefit of the students and its educational offerings.

On June 24, 2010, as a result of the extended period in which the UPR-Cayey remained closed, the MSCHE acted to place ten UPR campuses, including Cayey, on probation because of a lack of evidence that the institution is currently in compliance with Standard 4 (Leadership and Governance) and Standard 11 (Educational Offerings). A Monitoring Report "documenting evidence that the institution has achieved and can sustain ongoing compliance with (1) Standard 4 (Leadership and Governance), including but not limited to the development and implementation of clear institutional policies specifying the respective authority of the different governance bodies and their respective roles and responsibilities in shared governance; and (2) Standard 11 (Educational Offerings), including but not limited to a plan for assuring the rigor, continuity, and length of courses affected by the institution's closure, along with documented evidence of the development and/or implementation of a long-term financial plan, including steps taken to improve the institution's finances and the development of alternative funding sources (Standard 3)" was requested as a result of this action, the contents of which are addressed in the present document.

⁴ Available at <http://www.certifica.upr.edu/PDF%5CCERTIFICACION%5C2009-2010%5C98%202009-2010.pdf>

⁵ On June 16, 2010, the Board of Trustees certified that students benefiting participating in any type of financial aid program could also benefit from the tuition exemptions for honor students and talent recognition (129, 2009-2010, available at <http://www.certifica.upr.edu/PDF%5CCERTIFICACION%5C2009-2010%5C129%202009-2010.pdf>)

⁶ Exhibit 1.1

Standard 4 – Leadership and Governance

Overview

The *University of Puerto Rico General Regulations*⁷ is the main governing document which explicitly states the governance structure, the roles and powers of the governing bodies of the system and the guidelines and standards to be followed. The Board of Trustees is the Governing Body of the University of Puerto Rico and the organism delegated the responsibility on behalf of the Puerto Rican People to lead, advise, regulate and govern the University System. They are ultimately responsible for the creation or reorganization campuses, budget approval, amending laws and regulations, and supervising the general operations of the system. It is thus “the highest governing authority within the organizational and governance structures of the institution. It is the body ultimately accountable for the academic quality, fiscal and academic integrity, academic planning, assets, and financial health of the institution” (p.5; MSCHE, 2010⁸).

The President, as primary executive authority of the University of Puerto Rico named by the Board of Trustees, supervises and guides all institutional activities under the advice and in close collaboration with unit chancellors and the University Board, the advisory board representing the university community at large and which offers the President insight to the university constituents’ positions on matters affecting the institutional climate. He presides over the University Board (the advisory board which represents the university community) and is an ex-officio member of the faculties, Academic Senates and Administrative Boards of each of the eleven units.

At the unit level, there are two main deliberative bodies, the Administrative Board and the Academic Senate, whose roles and responsibilities are defined within the *University of Puerto Rico General Regulations*, the *Law of the University of Puerto Rico*⁹, and internal regulations (see Appendix C, D). The Chancellor nominated by the President and designated by the Board of Trustees and who is the highest academic and administrative authority figure within the unit, serves as President of both deliberative bodies.

The Administrative Board collaborates with the Chancellor in ensuring that the institution’s core purposes and values are fulfilled through development and oversight of institutional policies and operations. Its roles include: advising the Chancellor in the execution of his functions, the preparation of projects and plans for institutional development, evaluation and approval of the unit’s budget and other related issues, such as staff tenure, approval of leaves of absence, and promotions¹⁰. The Academic Senate is the official forum of the academic community where curricular policies and academic programs, as well as faculty evaluation standards and procedures and student admission standards are created or revised¹¹. They are in charge of determining the general orientation of academic and research programs at the unit; establishing entrance, tenure and promotion standards for faculty members; establishing admission, academic progress and graduation requirements for students; serve as consulted committees

⁷ Available at <http://sindiccos.upr.edu/docs/reglamento.pdf>

⁸ MSCHE. (2010). Governing Boards: Understanding the Expectations of the Middle States Commission on Higher Education. Available at <http://www.msche.org/publications/Governing-Boards-FINAL.pdf>.

⁹ Available at <http://sindiccos.upr.edu/docs/ley-upr.pdf>

¹⁰ *Law of the University of Puerto Rico*.

¹¹ *UPR General Regulations*, sections 13.1, 14.3, 15.4.3, 19, 21, 22

for the designation of the chancellor and deans; and offer recommendations to the chancellor and governing bodies on academic and student affairs¹².

The Chancellor, as the highest academic and administrative authority figure within the unit, is assisted in carrying out his roles and responsibilities by three primary executive structures. Academic life at the UPRC is developed through the academic departments, under the Deanship of Academic Affairs. The Deanship of Students serves as the link between the Administration and the students, offers student support services, develops activities and strategies geared towards enhancing student engagement in all institutional activities, and ensures that the Student Council, the official body for student representation in governance, is instituted¹³. Finally, all administrative activities and processes leading to the attainment of the Mission of and Goals of the UPR-Cayey are coordinated under the Deanship of Administration. The UPR-Cayey organizational structure is presented in Appendix E.

In November 2009, the UPR-Cayey submitted to the MSCHE an Information Report¹⁴ “clarifying and outlining the nature and status of recent changes in leadership positions, and the campus’ ability to preserve continuity through the transition and continued compliance with MSCHE standards 4, 5, 6 and 11”. At that time, the UPR-Cayey documented that it was able to preserve continuity through the Central Administration’s transition process, as there was no more turnover beyond what would be expected due to retirement and personal reasons, along with the fact that in most cases where changes did occur, it was among personnel already serving as administrators (e.g. The Interim Chancellor was formerly the Dean of Academic Affairs). The institution has since then experienced turnover among key positions including the Deanship of Student Affairs and the Office of Planning and Development (OPD), due to retirement, while at the academic departments there have also been resignations due to personal reasons. In accordance with the value the UPR-Cayey places on staffing that emphasizes the selection of “qualified staff and appropriate to the goals, type and size of institution”, particularly in times of fiscal constraints, the designations to fill these vacancies have relied heavily on past experiences in the same or similar positions^{15,16}.

Enhanced Institutional Climate and Identity Open University Culture

The UPR-Cayey has optimized the flow and exchange of timely and accurate information and broadened opportunities for productive communication and input to all sectors of the campus community. It has implemented a variety of mechanisms for a shared collegiate government that promotes an institutional climate of mutual respect and collaboration among its constituents, thus promoting a climate of trust, collaboration, commitment and identification with the institution’s mission, goals, and challenges.

At the executive level, the Chancellor holds weekly staff meetings, where the three deans, the directors of the Planning and Development Office and the Assessment and Institutional Research Office, along with the Chancellor’s Assistant, meet to discuss issues concerning the institution and the System, and decisions regarding preliminary action plans, to be taken up with the deliberative bodies, are discussed.

¹² *Law of the University of Puerto Rico.*

¹³ See Student Handbook at <http://www.cayey.upr.edu/reglamento-de-estudiantes-upr-cayey>

¹⁴ Available at <http://www.cayey.upr.edu/files/u18/InformationNovember09.pdf>

¹⁵ Key leadership positions available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZWNhZjEwMWUuMjY4Yy00ZWY5LWlzMdA1NGUxOTY3MjQyZDlm&hl=en&authkey=CN LfAG>

¹⁶ Exhibit 2.1

Faculty meetings, both at-large and by academic areas (i.e., Professional Schools, Arts, and Sciences) are celebrated throughout the year with the objective of allowing the Chancellor to present new academic projects, institutional achievements, progress in accreditation status, challenges to be faced and the budget for the academic year. This offers the Administration an opportunity to gain insight to the faculty's positions, opinions, and proposals on matters such as: the University and campus fiscal stability, and areas in which faculty involvement must be enhanced to guarantee the attainment of institutional and systemic objectives, among others. The *Internal Faculty Regulations*¹⁷ define a set of six permanent faculty committees to foster faculty participation in areas such as course and curricular revisions, faculty evaluations, general education, student support and the planning, budget and assessment processes, which serve as additional vehicles for offering input on decision making processes.

Administrative personnel assemblies are periodically held by the Chancellor to present the budget, gain insight to their positions, opinions and proposals regarding institutional matters that affect them and to promote the staff's engagement in institutional strategies geared at achieving the institution's mission. The Chancellor meets on an on-going basis with the government of the Student Council and participates in their assemblies when invited. The UPR-Cayey Administration establishes ongoing communications with the campus community at-large, both through emails and the institution's website, where documents and presentations are readily available. This guarantees transparency on decisions being made and their underlying causes. The Administration also makes use of survey results administered to students and personnel participating in different institutional processes as an unofficial communication channel for gaining further insight.

Open University Culture

The UPR-Cayey supports an Open University culture that values diversity of ideas, guarantees and encourages freedom of speech and the right to dissent, while safeguarding the rights and responsibilities of all members of the University community with the continuity of the institutional education, research and service mission. The strategies employed by the institution's leadership prior to, during, and after the community stoppage to achieve a climate of shared collegial governance and to maintain the institution open played a significant role in delaying its onset.

In November 2009, the Chancellor notified the campus community about the fiscal state of the UPR-Cayey¹⁸ and met with the Student Council, at-large, and presented the budget for the current Fiscal Year, along with the actions taken by the Administration, many of which resulted from committees on which students participated, to improve the institution's finances¹⁹. The same presentation was made to the administrative personnel's assembly in December 2009; while a more in depth presentation was made to the faculty on December 10, 2010²⁰. As a result of these three presentations, and upon the faculty's recommendation, the Chancellor established an ad hoc committee consisting of two representatives from the student, administrative personnel, and faculty bodies for the evaluation of the UPR-Cayey finances and the development of proposals for confronting a projected reduction in the institution's budget for

¹⁷ Faculty regulations available at <http://www.cayey.upr.edu/files/u4/ReglamentoInternoFacultad.pdf>

¹⁸ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VYjFhZDZjYmQnJmYMC00ZmFhLThkMjAtYzFIM2Y1MjlyZGUy&hl=en&authkey=CJnDn-kB>

¹⁹ Presentation available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNjRiZWE3Y2EtODc4ZC00NTQzLTk3MDItYmY0NTE2MjNmNmE5&hl=en&authkey=COqokpoD>

²⁰ Available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VZDAzMDBhZDQtZjIxMi00MjMzLThhYTgtODdiNmYxZDQxODhj&hl=en&authkey=CILe1Es>

the next fiscal year²¹. The report was shared with the campus community via Email on March 12, 2010²², thus creating awareness to the seriousness of the institution's financial state. The recommendations were taken into consideration and some were implemented when allocating the institutions budget for Fiscal Year 2011.

On April 27, 2010 the Chancellor was invited to the Student Assembly to explain the Board of Trustees' Certification 98, regarding student exemptions, the additional budget reduction warranted in February 2010, and the institution's financial outlook for the next fiscal year. With the onset of the first faculty stoppage on that same day, the Chancellor sent out an Email to the campus community encouraging them to evaluate the different alternatives that could be employed for financing the institution's operations while offering an education of excellence to the largest number of students the institution could serve, with the available fiscal, human and physical resources. A call to open discussions, without hindering the continuity of institution's academic offerings was also made to the campus community²³.

A group of faculty, administrative personnel and students approved, at a community assembly on May 3, 2010, an indefinite stoppage that continued until June 21, 2010. On May 7, 2010, the Administration reaffirmed itself to the campus community on the importance of an open university, through email sent out regarding the use of institutional property for the celebration of an unauthorized event supporting the stoppage²⁴. Communication channels with both the constituents supporting the stoppage and the community at large were preserved during this period in an effort to maintain the institution's constituents informed of salary payouts, problems affecting technological resources, and the institution's progress in complying with 2010 Periodic Review Report²⁵.

The UPR-Cayey Website, and an external radio station through which the UPR-Cayey has been allotted a time slot to discuss campus related issues, were also mechanisms through which both the internal and external community were kept up-to-date on issues regarding freshmen admissions and the consequences of an extended stoppage with regards to external stakeholders to whom the institution is accountable, among others. The Chancellor held six meetings²⁶ with his staff to discuss the stoppage's status, communications to students and the community, budget, personnel issues, reinstating the academic semester and the progress on completing the MSCHE PRR. He also met on a weekly basis with the "local negotiating committee", established by the community favoring the stoppage, in an effort to reopen the university and make better use of the spaces offered by the University to discuss issues affecting the institution freely, without obstructing the educational offerings and operations of the institution.

²¹ Available at
<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VMWQ4Mm15ODEtNjBjMC00ZWM3LTgwMjMtZjc0NmU0NWEzMjc4&hl=en&authkey=CP7Vp-kH>

²² Exhibit 2.2

²³ Available at
<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VM2QxYmYzZTUtMzdjMy00ODBlLWFiMDktNTZkYTkyZDFmYzUz&hl=en&authkey=CMK LquME>

²⁴ Available at
<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VOTcwNGQxMjctNTgzYi00MGQyLTk2YjQtM2FIZjg2YzExZjJh&hl=en&authkey=CIPbzw N>

²⁵Exhibit 2.3

²⁶Exhibit 2.4

Empowering Leadership and Governance

At the UPR-Cayey, there are multiple opportunities for constituent input on decision-making processes that fell short to the external pressures of the systemic student strike, despite the Administration's continuous calls to dialogue and finding solutions to the institution's financial state locally. Since 2009, the Chancellor and his staff have been analyzing the role that the deliberative and constituent bodies have played with regards to leading the institution to the fulfillment of its mission and goals, and in relation to the events leading to the extended stoppage at the UPR-Cayey. Upon examining and evaluating the policies that structure and lead the operations of the different bodies²⁷, it has been found that:

1. Institutional bylaws for both the Administrative Board and the Academic Senate include areas that are not in alignment with the most recent systemic regulations, leading to:
 - a. Redundancy in roles and responsibilities.
 - b. Similar roles and responsibilities in terms of authority.
 - c. Untimely decision-making.
2. Institutional faculty bylaws are not updated and aligned with the current systemic regulations thus leading to redundancy in some areas of responsibility pertaining to the deliberative bodies.
3. Some representative bodies, such as the *Security Coordination Board*, do not have clearly established goals and objectives for supporting the Administration and are not aligned with the Board of Trustees' Certification 90 (2004-2005)²⁸ which states that the unilateral closing of an academic institution does not constitute a form of freedom of expression which requires this body to take action and implement measures for guaranteeing that access to the university is not obstructed.

Action Plan

In light of declining public funding and stricter accountability requirements, the Administration of the UPR-Cayey has developed and begun to implement an action plan to foster an enhanced institutional climate and identity, cultivate an Open University culture, and to revisit and empower leadership and governance at all levels (see Appendix F). Through the revision of policies and bylaws of the diverse constituent and deliberative bodies, in an effort to conciliate the community's traditional view of what a shared collegiate government model is and the need for effective management practices, the UPR-Cayey aims to:

1. Define and clarify the roles, responsibilities and respective authorities of the different deliberative and constituent bodies with regards to collegial governance.
2. Reduce redundancy in functions.
3. Establish procedures for timely and efficient decision-making.
4. Assure that information from all relevant constituencies is taken into consideration in decision making processes by expanding opportunities for input from the entire campus community.
5. Maintain the institution's practice of ongoing and transparent communication with all constituents.
6. Guarantee the continuity of educational offerings and institutional operations.

The action plan includes the following strategies:

1. Implemented:

²⁷ Exhibit 2.5

²⁸ Available at <http://www.certifica.upr.edu/PDF%5CCERTIFICACION%5C2004-2005%5C90%202004-2005.pdf>

- a. Effective use of electronic means for the timely dissemination of information regarding institutional achievements and challenges, budget and actions under consideration, among others.
 - b. Effective use of electronic means to gather input from the majority of the campus community in decision making processes.
2. Initiated:
- a. Development of a local policy to assure that the UPR-Cayey is an “open university”, where educational offerings and operations are not interrupted and where the university, as a whole, makes effective use of the spaces granted for discussing institutional issues and seeking collaborative solutions.
 - b. Alignment of the internal regulations of the Administrative Board, Academic Senate, Faculty, and other constituent bodies with the *University of Puerto Rico General Regulations*.
 - c. Clearly defining the roles, responsibilities and respective authorities of the bodies, in recognition that locally the final authority in the governing structure lies within the Administrative Board and the Chancellor.
 - d. Establishment of assessment processes documenting the deliberative bodies’ effectiveness in meeting their responsibility to lead the institution to the achievement of its mission.
 - e. Development and implementation of protocols to guarantee that transitions both in executive positions and in the deliberative and constituent bodies include:
 - i. Orientations and continuous updates on the mission, organization, and academic environment of the institution.
 - ii. Orientation on the roles, responsibilities, and respective authorities of the bodies.
 - iii. Transitional plans to deal effectively with changes in leadership and guarantee the continuity of institutional priorities.

The UPR-Cayey reaffirms itself in its commitment to offer a well-rounded education of excellence, leading students to find their way to seek and create knowledge with a lifelong commitment to learning, while striving for an integrated campus community. There is awareness that declining public funding and stricter accountability requirements have led and will lead the UPR-Cayey to make hard decisions in order to carry out its mission, and recognize that another stoppage can threaten its achievement.

The consequences of the extended stoppage that the university faced, including payroll adjustments for the period in which operations at the institution were halted²⁹, the temporary loss of Title IV Eligibility, the MSCHE action to place the institution on probation, and the increase in total withdrawals among students evidenced that the Administration’s continuous communications regarding the importance of maintaining the institution operational and the implications that not doing so would have. Thus, the UPR-Cayey is confident that by adhering to clarified roles, responsibilities, and authorities of the deliberative and constituent bodies, while providing ample opportunity for constituent input to decision making processes, the institution will be able to guarantee continued operations for the attainment of its mission, goals, and objectives.

²⁹ See President’s Letter at <https://docs.google.com/fileview?id=0B5WQ0yEs8X7VYzQyZjcyNDYtMDJhYi00YmFILTkxZmEtOGFhMGZmYzU3NTAz&hl=en&authkey=CLPr gesJ>

Standard 11 – Educational Offerings

Overview

The UPR-Cayey Mission Statement, as revised in 2006 (see Appendix A), establishes the institution’s commitment to a well-rounded education of excellence through 28 baccalaureate programs in Teacher Preparation (11) and the Natural (4) and Social sciences (4), Humanities (4), and Business Administration (5). As such, all undergraduate programs at the UPR-Cayey are expected to have: Clearly articulated student learning outcomes, assessment plans, documentation on the results of their assessment processes and strategies, and evidence of their decision-making activities resulting from their assessment, as a mechanism for documenting that all educational offerings cover the contents and are of sufficient rigor to develop the skills established in the institution’s mission. As observed in Figure 1, nearly 90% of the UPR-Cayey’s 28 baccalaureate programs have defined their learning outcomes³⁰, 71% have developed their assessment plan, and only 54% (Teacher Preparation Programs, Psychology, Hispanic Studies, and Biology) have been able to document their assessment results and decisions based on their assessment processes³¹.

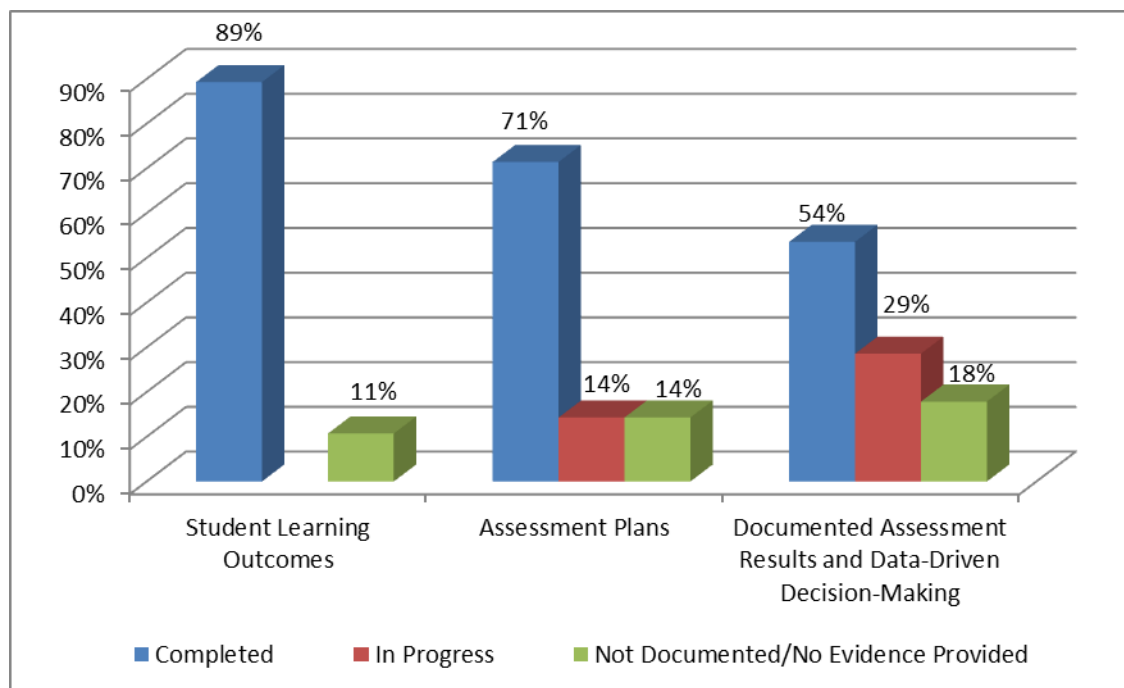


Figure 1. Progress in the implementation of the programmatic assessment process at the UPR-Cayey.

³⁰ Folder with Student Learning Outcomes by program, including those who have established them as part of their five-year program reviews are available at

<https://docs.google.com/leaf?id=0B5WQ0yEs8X7VN2Y0OTI5MTMtN2M4MS00NTViLWlwOGUtZmE5ODg5YTRiNDY2&hl=en>

³¹ State of programmatic assessment available at

<https://docs.google.com/fileview?id=0B5WQ0yEs8X7VNDI3OGFkOWUtYwZiYS00MmZkLWlzNDUfMTcxZWQyZDUxZGIz&hl=en&authkey=CITm66MG>

The General Education Model approved in 2007³² and implemented with the 2009 freshmen cohort, has its student learning outcomes established in the 2001 document *Abilities and Contents of General Education*³³, and follows through on the assessment plan approved by the Academic Senate in 2009³⁴, which defines assessment strategies, a timeline, and assigns responsibility for the assessment processes. All course syllabi are also required to include the expected student learning outcomes and master syllabi include the assessment strategies to measure them. The decisions made as a result of course-embedded and program assessment strategies are documented through the *Annual Achievements and Work Plan Report*.

Guarantee Sustained Length, Rigor, and Depth of the Academic Offerings

The institution's closure exposed the university to the possibility of not complying with MSCHE's Standards on Educational Offerings (Standard 11). However, the Deanship of Academic Affairs, along with other institutional units, set in place a plan for assuring that the rigor, continuity, and length of courses affected by the institution's closure were maintained³⁵.

Events during the stoppage

On May 3, 2010, when the vote for the community stoppage was approved, the Dean of Academic Affairs met with the academic directors to discuss the possible consequences of the stoppage and set the guidelines for faculty to maintain academic rigor of courses (see Appendix G). The guidelines established that:

1. Faculty members could not meet with students outside of the Campus to cover academic contents or offer exams, as this could result in an unfair treatment of all students and in compliance with the established course contact hours.
2. Interactions through the Moodle Platform could not be used as an alternative means for complying with contact hours.
3. An amended calendar would be established in order to guarantee that the contact hours remaining at the onset of the stoppage were fully covered.
4. Contracts of adjunct faculty would be amended to establish that the ending date would be the last day of the academic period, and that there would not be any additional compensation for this time.
5. Measures to guarantee the continuity of research projects would be established (researchers were allowed to enter the institution to continue working on their projects on weekdays, between 7:00am and 7:00pm³⁶).
6. A process would be established for documenting faculty attendance once the stoppage was over and any actions taken to substitute absent faculty or to reschedule course meetings without affecting students.
7. Consideration was to be taken towards students on summer research internships, by assigning incomplete grades.

³² Available at http://www.cayey.upr.edu/files/u41/Nuevo_Proyecto1.pdf

³³ Available at <http://www.cayey.upr.edu/files/u41/Habilidades.pdf>

³⁴ Available at http://www.cayey.upr.edu/files/u1/Aval_o_Program_tico.xls_2_.pdf

³⁵ Exhibit 3.1

³⁶ Exhibit 3.2

8. Once the academic session was reinstated, faculty members had the obligations to comply with the totality of their remaining contact hours, regardless of when this was to occur.

As the stoppage progressed, the demands of UPR students increased as other issues were added onto their original list of demands. All of these events led to a stoppage that lasted 31 days, yet representing only nine academic contact hours to be reinstated in the academic calendar (see Appendix H). Throughout the extent of the stoppage, the Dean of Academic Affairs and the Registrar's Office continuously prepared tentative academic calendars for the reinstatement of the term, in an effort to guarantee continuity in course offerings upon the stoppage's completion³⁷. Because one of the issues of concern was the adjunct faculty hired until May 30, 2010, it was necessary to establish a formal written procedure in which an agreement was reached to ensure the completion of the required contact hours once the stoppage ended (see B-10). A total of 68 contracts were amended to read that "the contract ends on July 31st or the day on which the Academic Senate approves the last day of the academic calendar in order to guarantee continuity of the contact hours and grades".

The Academic Staff met regularly where the issues overseen focused on the budget, the stoppage; non-tenure track faculty, the academic calendar for the eventual reintegration of students and faculty for the completion of second semester 2010. The necessary provisions were made to offer student support services during the stoppage, such as:

- On June 1st and 14th, the Registrar's Office and the Accounts Receivable Office were open to serve students requesting transcripts. A total of 381 transcripts were requested for personal reasons (N = 242) and official use (N = 139).
- Between May 4 and June 12, 2010 the Admissions Office provided services to 600 freshmen at the Central Administration.
- The Chancellor and the Admissions Office offered a General Orientation to 655 of the 816 admitted freshmen on Saturday, June 12, 2010. Topics such as the impact of the stoppage and procedures for handing in documents related to the admission were discussed among others³⁸.
- The Financial Aid Office served freshmen students at the Eastern Central Technological Initiative (INTECO) at Cayey between the 14th and 18th of June, offering counseling on issues related to financial aid and receiving required documentation. An extension of the UPR-Cayey insurance to cover any damages or incidents at the facility was granted through July 1, 2010³⁹.

Events after the stoppage

The week before the stoppage ended (June 14-18) the system's student National Negotiating Committee (CNN) reached an agreement with UPR Central Administration to terminate the stoppage. Meanwhile, UPR-Cayey Administration had already made provisions to establish a procedure for the normalization of the services provided by the institution. In order to make sure the campus was in optimal conditions for both academic and administrative purposes a work plan for servicing the physical infrastructure was established. The Work Plan included a timeline and specific actions to take place 72 hours prior to the entrance of administrative personnel and 120 hours prior to student entrance (see Appendix I).

³⁷ Exhibit 3.3

³⁸ Exhibit 3.4

³⁹ Exhibit 3.5

On June 21, 2010 the gates at UPR-Cayey opened. The deans of Academic and Administrative Affairs, along with other community members inspected all the facilities at the UPR-Cayey to verify the status of the property and physical conditions of the campus. Other than the lack of maintenance of the green areas, the facilities were in adequate conditions, as reported on the Campus Infrastructure Status Report⁴⁰. On that same day, the UPR-Cayey Administration informed the university community the date on which administrative functions and academic activities would be reinstated; June 23, 2010 and June 28, 2010 as the expected date, respectively.

On June 24th, the Dean of Academic Affairs met with the faculty members of the Association of University Professors (APU) to inform them about the procedures and agreements reached to reinstate academic activities. The academic calendar that would ensure the full completion of the second semester of the 2009-2010 academic year was approved on June 29th by the Academic Senate. Courses were programmed to include two holidays and one Saturday, offering students a long-weekend period to prepare for finals. Finally, on June 30th the second semester continued its course to fulfill 18 academic days beginning on June 30, 2010 and ending July 23, 2010. The schedule reinstated nine contact hours for Tuesday-Thursday courses, and nine contact hours for Monday-Wednesday-Friday courses. During this time, the pre-registration process for the following academic year was programmed, which included academic counseling. Final exams were scheduled between July 26th and the 30th⁴¹.

On August 2, 2010 faculty were to hand in grades thus, evidencing the evaluation and completion of the second semester. According to the Registrar's Office, eight of 180 professors did not hand-in grades on time, meaning that 95% of the professors handed in grades as scheduled. Only five percent of the professors needed one more day to finish course evaluations. Immediate actions were taken by the Dean to follow-up each case. By August 4, 2010, 100% of the professors complied with handing in grades⁴², providing the Registrar's Office with two and a half weeks to prepare for the upcoming 2010-2011 fall semester.

Assurance of Academic Content and Rigor

The community stoppage at UPR-Cayey hindered assessment processes as were originally planned and scheduled. Thus, academic directors are currently working on their final annual report which includes details on programmatic and course embedded assessment strategies and decisions made, providing for a thorough and direct analysis of the stoppage's impact on student learning. However, a series of indirect measures were employed to assess the content rigor and length.

In accordance with procedures required by the Financial Aid Office, the Registrar's Office requests $\frac{3}{4}$ of the accumulated grade two weeks before the final drop date. The deadline for faculty to hand-in the list for the second semester 2009-2010 was April 30, 2010. Despite the deadline being affected by the stoppage, some professors were able to hand in the grades before the 27th of April, providing an opportunity for establishing a benchmark on student performance prior to and after the stoppage.

A random selection of 63 sections reporting tentative grades were selected to compare the students' grades before and after the stoppage. Only 16 of these sections (25%) exhibited a difference in grades (A, B y C) of more than 50% between the pre and post-stoppage dates, of

⁴⁰ Exhibit 3.6

⁴¹ Exhibit 3.7

⁴² Exhibit 3.8

which ten sections were from courses belonging to the Science programs. Of these ten sections with more than 50% difference in grades, four had a decrease in grades and six had an increase. The difference in the increase in Science is due to the fact that the courses had laboratories, and most of them had only one test to report before April 27, 2010. Of the four sections with a decrease in grades, three showed a total of fifteen 15 students with incomplete grades, which is consistent with those students that went to the Mainland to pursue an undergraduate research experience. Overall, when analyzing the 63 sections, 35 sections (56%) did not report incomplete grades, while 28 sections (44%) reported incomplete grades. In terms of withdrawals, 16 sections (25%) did not report any and 47 sections (75%) did. Of the 47 sections mentioned, 29 (62%) reported having withdrawals after the stoppage.

A general analysis of grade distribution for the second semester of 2008-2009 and 2009-2010 is indicative of a similar grade distribution pattern very for both terms, except in the number of incompletes assigned which increased from 2% in 2008-2009 to 6% in 2009-2010; a 4% increase that could potentially explain the 4% decrease in A's and B's (see Figure 2). The obtained results are expected when academic standards are maintained thus evidencing that upon returning, faculty were able to maintain the same levels of academic rigor. A slight increase in course withdrawals was also observed, from 6% in 2008-2009 to 8% in 2009-2010, yet it cannot be established whether they were directly related to the stoppage, as students were not interviewed at the moment. The UPR-Cayey understands that these analyses provide indirect evidence that academic rigor was maintained, particularly in light of the fact that only nine contact hours were pending to complete the 45 contact hours of course requirements. Hence, 80% of the academic calendar had already been completed by the onset of the stoppage.

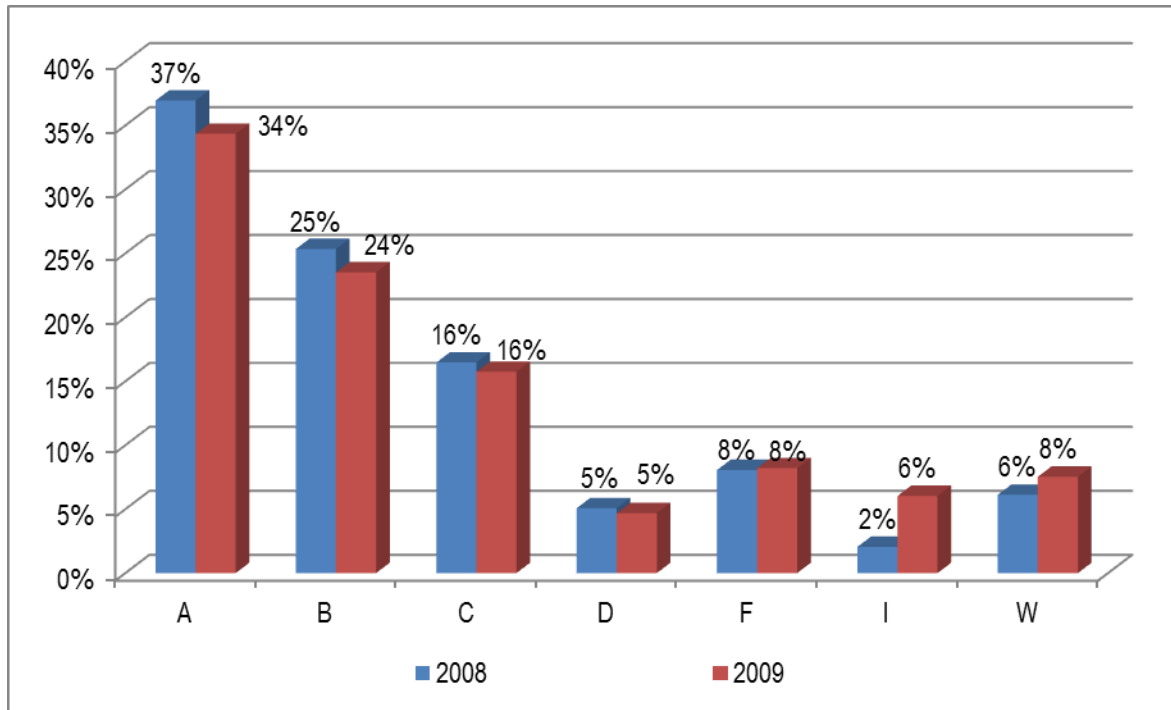


Figure 2. Comparison of general grade distribution at the UPR-Cayey: Spring 2008-2009 vs. Spring 2009-2010. In 2008-2009, 16,065 grades were assigned; in 2009-2010 16,587 grades were assigned (includes duplicated counts).

A preliminary analysis of total withdrawals was also performed, finding that 100 students withdrew during the second term, of which 33% were enrolled in Business programs and 29% in Education Programs (see Figure 3). Additional information was sought from the Counseling Office (CEDE) to further assess students' reasons for total withdrawals from the university, as it is required that all students withdrawing from the university go through a counseling process at this office. According to their records, 179 students withdrew from the UPR-Cayey in 2009-2010, of which 97 (54%) did so during the second semester. Academic withdrawals analyzed by the CEDE for the second semester revealed that the primary reason for a total withdrawal was the student's desire to transfer to other private universities or to other short-term academic programs not offered at Cayey.

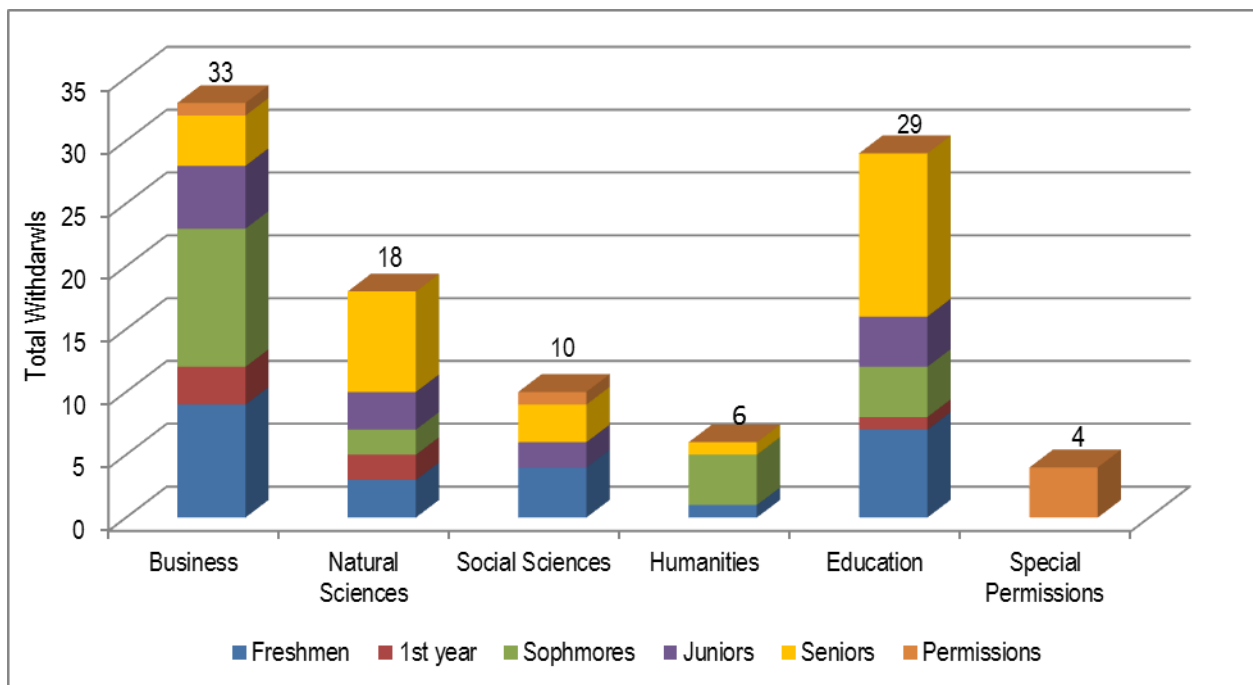


Figure 3. Total withdrawals reported in second semester 2009-2010 by program area and level.

Another method employed to guarantee the continuance of academic content and rigor was the process established by the Deanship of Academic Affairs that provided a mechanism of direct supervision on behalf of academic directors, to assess the level of faculty compliance with their responsibilities in accordance to the reinstated academic schedule. Two reports were handed in: one at the beginning of the reinstated calendar, and another when the semester ended⁴³. The following guidelines were established for Department Heads to follow through on the method employed. Specifically, departmental and program directors were to:

1. Ensure that all classes met at the hour scheduled on a daily basis.
2. Identify faculty that did not meet with students at the scheduled time, establish contact with the professors via electronic mail and telephone, and maintain records of the communications.
3. Receive students and attend to their claims and grievances, if any, and maintain records of the communications.
4. Certify faculty attendance during the continuation of the semester and provide weekly progress reports to the Academic Dean.
5. Identify faculty who already had official travel arrangements in conflict with the reinstated calendar, and upon informing the dean:
 - a. Hand-in their class work plan to recover the contact hours lost due to the stoppage and their absence and maintain records of the plan.
6. Identify students who due to research on the mainland or athletes representing the Island in the Central American Games were to be given an incomplete grade, thus giving them the opportunity to complete course requirements during the fall semester of 2010-2011.
7. Write a General Report on the above mentioned to hand-in at the end of the academic semester with all supporting documentation.

A summary of the reports generated as a result of the methods employed by the academic directors to guarantee that faculty members complied with the content, rigor, and length of all course offerings at the UPR-Cayey upon the reinstatement of the spring session to be completed during the summer is presented in Table 1. As can be observed, 87% of the originally assigned faculty members during the second semester 2009-2010 completed the contact hours as required and followed-through on the academic content and rigor expected from institutions of higher education. For the remaining 13% that did not complete the session, substitutions and calendar arrangements were made, allowing all courses to be completed as originally planned.

⁴³ Exhibit 3.8

Table 1
 Analysis of Faculty Compliance with the Reinstated Academic Calendar

| Department | Faculty | | | Causes for Absence | Actions Taken |
|--------------------------------------|---------|---------|--------|---------------------------------------|---|
| | Total | Present | Absent | | |
| Social Sciences | 24 | 23 | 1 | Official Travel – UMASS ** | Substitution |
| Mathematics | 26 | 24 | 1 | Resignation | Substitution |
| | | | 1 | Official Research Travel | Work plan submitted |
| Hispanic Studies | 16 | 12 | 1 | One week absence, non-official Travel | Work plan submitted |
| | | | 1 | Non-official Travel ** | Substitution/ Work plan submitted |
| | | | 1 | Unknown Reason ** | Substitution/Not recommended for future contract |
| Biology | 25 | 22 | 1 | Sick leave (one week) | Substitution |
| | | | 2 | Official Travel – Howard Hughes | Substitution/ Work plan submitted |
| | | | 1 | Vacation | Substitution |
| Education | 22 | 22 | 0 | | |
| Humanities | 22 | 20 | 1 | Three week absence/Unknown Reason ** | Not recommended for future contract |
| | | | 1 | US Immigration Status ** | Substitution |
| Business Adm. | 18 | 15 | 1 | Professional Development | Work plan submitted - Not recommended for future contract |
| | | | 2 | Non-Official Travel | Work plan submitted |
| Office Administration and Technology | 7 | 5 | 2 | Non-Official Travel | Substitution/ Work plan submitted |
| Chemistry | 22 | 15 | 1 | Week and a half absence | Substitution/ Work plan submitted |
| | | | 6 | Non-Official Travel | Work plans submitted |
| English | 20 | 17 | 3 | One week non official trip | Substitution/ Work plan submitted |
| TOTAL | 202 | 175 | 27 | | |

** Faculty who were absent during the whole period of the reinstated calendar

It is noteworthy to state that the stoppage did hinder the established calendar for following through on assessment initiatives, particularly the timeline for handing in reports to the Assessment and Institutional Research Office. However, both the Teacher Preparation Programs (TPP, 11 programs) and the Office Administration and Technology programs (2 programs) administered their key assessments as required for their accreditation processes, except in the case of the TPP where it was determined that the departmental examinations for the Human Growth and Development courses would be administered in September due to the number of students receiving incompletes⁴⁴. Also, departmental exams traditionally offered in Chemistry, Biology, and Mathematics were maintained in the reinstated calendar, so as to maintain content rigor. These programs, along with the academic departments and the General Education Committee are currently working on completing their 2009-10 annual accomplishment report and working plan for 2010-11 which gathers specific information regarding course embedded assessment strategies and results which will provide additional insight to content rigor of our educational offerings.

Action Plan for Guaranteeing Sustained Compliance

As an academic institution, the UPR-Cayey believes that the university is the best stage to express differences in perspectives and opinions, as well as promoting dialogue to demonstrate a strong commitment to improve education policies. During the time period in which the campus was closed, communication channels were always open for discussing issues related to academic affairs. Even at the peak of the stoppage the Administration, faculty, students, and overall university community maintained discussions, and sought to reach agreements to avoid conflicts, thus demonstrating a high level of ethos as observed during the reinstatement of the semester.

An analysis of the academic directors' reports reveals that most faculty and students returned as usual to continue with the reinstated academic calendar and complete course requirements. In cases where faculty members were unable to comply with the reinstated calendar, their colleagues demonstrated a willingness to serve as substitutes in the students' best interest. Observations made by faculty members from the Sciences, Arts and Professional Schools in terms of students planning for graduate school or job opportunities as well as those participating in summer research programs were also included in the directors' reports, revealing that:

1. The conflicting academic reinstatement schedule, as a result of the stoppage, with those of Graduate and Professional Schools to which they were admitted (i.e., Medical, Law, etc.) led various students to encounter problems and conflicts with the enrollment date for continuing their studies.
2. There were 84 students, officially scheduled for summer research experiences before the stoppage, left for those experiences in the United States during the stoppage⁴⁵. In these cases a special arrangement was made with the professor to assign an incomplete grade so that the student could later comply with course requirements during the next academic semester. These observations led faculty to make adjustments and be flexible when necessary.

Ultimately, the continuity of student's academic progress was demonstrated regardless the events that occurred on campus since late April 2010. The supervision of the student

⁴⁴ Exhibit 3.9

⁴⁵ Exhibit 3.10

internships in the areas of Pedagogy and Office Administration carried on according to NCATE and ACBSP standards, the internships required by the Chemistry in the Industry Course, the Community Service Course, and the psychology programs, and the majority of the undergraduate Theses and Independent Studies of the Honor's Studies Program as well as the summer research experiences were completed successfully⁴⁶. The fulfillment of these endeavors is an indicator of faculty and student commitment towards an education of excellence, as stated in our Mission Statement.

The UPR-Cayey recognizes that, from the experience of the institution's temporary closure, an official policy serving as an Action Plan to be followed in the event of an extended interruption of academic activities resulting from unexpected events is warranted, and would further offer assurance on the rigor, continuity, and length of courses affected by the institution's closure. As such, the UPR-Cayey Administration has initiated the development of an Action Plan to guarantee sustained length, rigor, and depth of the academic offerings to be presented to the Academic Senate, as the official forum of the academic community, for their active collaboration in the establishment of these academic norms to be approved by the Administrative Board in accordance with the UPR General By Laws. The Draft of the Action Plan to be presented to the Academic Senate is presented in Appendix J, and includes the current and projected actions and activities to meet recommendations such as:

1. The revision of institutional policies in alignment with licensing and accreditation requirements to ensure content, rigor, breath and length of undergraduate and graduate courses, in order to comply to their specific learning goals and objectives.
2. Strategies and actions taken and in progress to ensure content, rigor, breath and length of undergraduate programs, research projects, and other academic activities.
3. The establishment of policies for the reinstatement of academic calendars in the event of extended closures due to unexpected events, including:
 - a. The inclusion of a specific number of hours in the reinstated academic calendar for purposes of adaptation (e.g., for reestablishing rapport with students, identifying any particular student needs, etc.).
 - b. The requirement of assessing the state of students' course content knowledge at the reinstatement of the academic calendar and the implementation of specific instructional strategies to strengthen any areas needing improvement.
 - c. The requirement of documentation and submission of evidence by all faculty members of the assessment and instructional strategies implemented for these purposes and their impact on student learning.
4. The implementation of measures to assure access to the learning and research resources, and availability of other essential student services.
5. The use of identified best practices in providing student services during the stoppage at the UPR-Cayey and incorporation of these strategies to guidelines and protocols for offering student services outside of normal operational hours and in cases of extended closures.

⁴⁶ Exhibit 3.10

Standard 3 – Institutional Progress and Plans for Financial Stability

Overview: UPR Cayey Budget and Financial Trends

Annually, the UPR-Cayey is allocated a percentage of the systemic budget to accomplish its educational goals. The budget allocation process developed at the UPR-Cayey in 2007 establishes that first priorities are identified, followed by an analysis performed by each dean to establish measurable activities and assessment. Finally, budget is allocated in order to accomplish activities in accordance with institutional priorities (see Appendix K). Trends in budget allocation, between Fiscal Year 2005 and Fiscal Year 2010, to salaries and fringe benefits and to operational expenses is presented in Figure 4. Each budget assignment includes scholarships, indirect cost reimbursement, Student's Technology Fee and other support activities. As can be observed, nearly 90% of the institution's budget is allocated salary and fringe benefits, leaving a reduced amount to operational expenses. This trend was noted by the 2005 MSCHE Evaluation Team and recommended that the institution set in place actions leading to an increase in operational funding. In Fiscal Year 2007, a significant increase in operational funds resulted from a special assignment of \$400,000 to equip the new Science building. Trends in UPR-Cayey spent budget, by budget line, during this time are presented in Table 2.

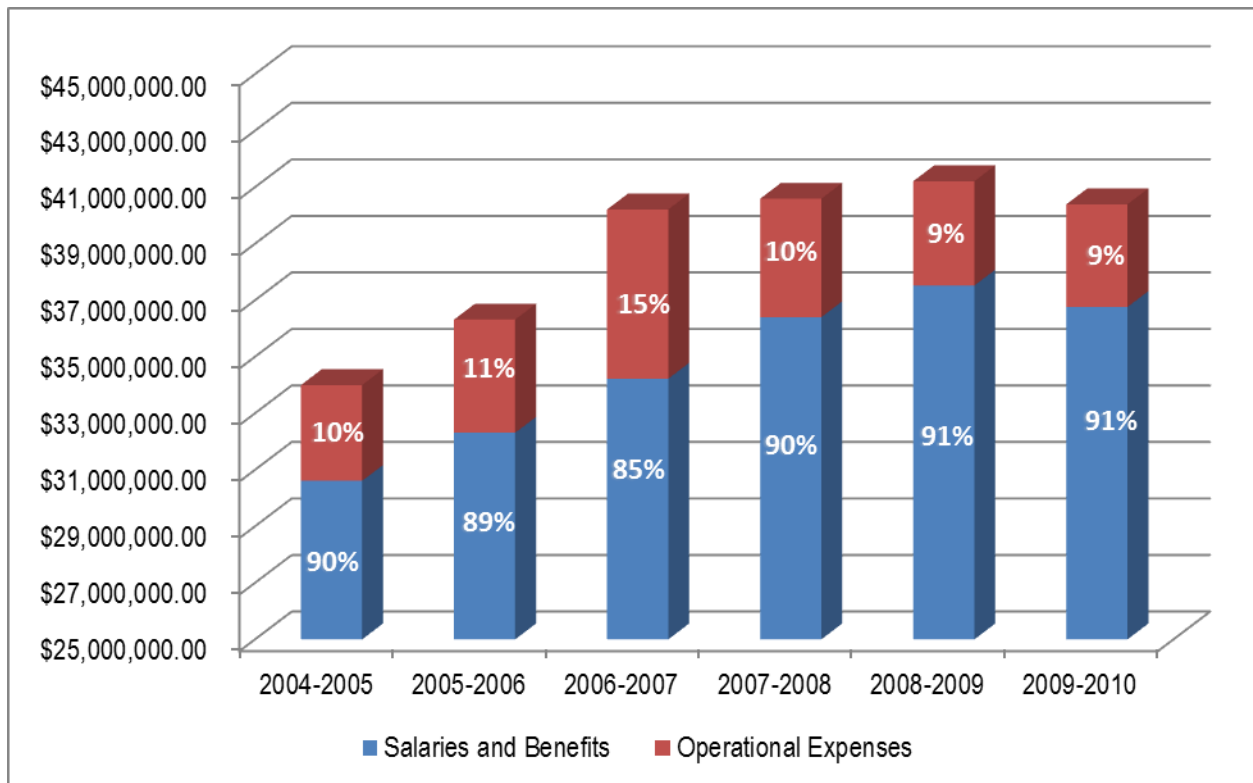


Figure 4. Trends in UPR-Cayey's budget allocation for fiscal years 2005 through 2010, as of July 1st.

Table 2
 Trends in Spent Budget at UPR-Cayey by Budget Line (as of June 30)

| Fiscal Year: | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Educational & General Expenses | \$35,385,711 | \$38,102,376 | \$42,287,534 | \$42,195,607 | \$43,053,462 | \$41,685,213 |
| Salaries | 64.18% | 62.82% | 60.21% | 64.07% | 65.99% | 65.95% |
| Fringe Benefits | 22.32% | 21.98% | 20.72% | 22.20% | 21.16% | 22.56% |
| Materials, Supplies, Services | 7.50% | 7.51% | 8.95% | 8.31% | 7.79% | 7.08% |
| Travel Expenses | 0.41% | 0.69% | 0.65% | 0.71% | 0.28% | 0.38% |
| Equipment | 1.67% | 2.31% | 4.56% | 0.92% | 0.50% | 0.51% |
| Other Categories | 3.92% | 4.69% | 4.91% | 3.80% | 4.28% | 3.52% |

As a result of the global recession this, according to Puerto Rico Planning Board figures, started impacting the Island's economy since 2006. PR Government Appropriations have steadily declined and currently confront a reduction of approximately 14% in tax revenues which aggravates the central government's deficit. Consequently, the UPR budget confronts a proportional decline for the current and upcoming fiscal years. In Fiscal Year 2009-2010 the decrease in the country's revenues led to a reduction in the UPR-Cayey budget of \$4,077,406, which was subsidized by funds from the *American Recovery and Reinvestment Act of 2009* (ARRA) so that the university could be assigned a similar budget to that of FY 2008-2009. Through the Board of Trustees' Certification 135 (2009-2010), the UPR-Cayey was assigned a budget of \$35,626,372 for Fiscal Year 2010-2011, representing a 13.46% reduction in comparison to Fiscal Year 2009-2010. This reduction, by General Ledger Budget Line is presented in Table 3.

Table 3
 Assigned Budget: Two Year Comparison

| PROGRAM | 2009-2010 | 2010-2011 | Net Change | |
|---|---------------|--------------|----------------|---------|
| Total Assigned Budget | \$ 41,165,839 | \$35,626,372 | \$ (5,539,467) | -13.46% |
| I. Instruction | \$ 11,858,126 | \$11,237,500 | \$ (620,626) | -5.23% |
| II. Research | \$ 173,668 | \$ 117,108 | \$ (56,560) | -32.57% |
| III. Academic Support | \$ 4,641,670 | \$ 2,840,114 | \$ (1,801,556) | -38.81% |
| IV. Student Services | \$ 2,431,534 | \$ 2,111,603 | \$ (319,931) | -13.16% |
| V. Institutional Support | \$ 16,431,804 | \$14,007,006 | \$ (2,424,798) | -14.76% |
| VI. Facilities Maintenance & Operations | \$ 5,629,037 | \$ 5,313,041 | \$ (315,996) | -5.61% |

UPR-Cayey Action Plan

The present financial circumstances will require the cooperation from all sectors of the University community. Reductions in operating expenses identified as non-essential, and identification of additional funding sources is essential. To date, the institution has initiated a variety of efforts to increase revenues and reduce expenditures, particularly in salaries and benefits, while allowing the UPR-Cayey to confront the budget decline. It has also developed an action plan that will lead the UPR-Cayey to its fiscal stability (Appendix L) and to preserve compliance with MSCHE Standard 3. The plan has two main dimensions: (1) Securing continuity of operations and institutional effectiveness with available resources and; (2) Maintaining and nurturing additional sources of funding to continue advancing institutional educational, research and service priorities. It incorporates both initiatives that have been implemented and underway, as well as others that are to be developed.

Secure Continuity of Operations and Institutional Effectiveness

Since 2007, and as a result of the development and implementation of the budget allocation process in alignment with the 2006-2016 Strategic Plan, the institution began to adopt measures to reduce its budget allocation to salaries and fringe benefits, initially with the local determination that vacant administrative personnel positions would not be filled. With the Island's decaying economy translating into budget reductions for the UPR System, the President required all units to make internal adjustment of expenses, including a specified reduction in the assigned budget of: .56% in 2008, 1.32% in 2009 and 2.01% in 2010. This money was then allocated with the annual net budget increases to cover mandatory or negotiated salary increases and other fringe benefits for faculty and administrative personnel.

To cope with financial constraints, in 2009 the President's Office issued a series of control measures including freezing all vacant administrative and reducing operating expenses such as travel, paper, equipment and utilities, especially in administrative instances. In addition, the UPR-Cayey has implemented internal measures to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives. Resource allocation strategies to improve efficiency in the use of human and fiscal resources have included:

1. Task redistributions among administrative personnel.
2. Restructuring institutional processes.
3. Making more effective use of available technologies.
4. Merging offices and programs with similar functions.
5. Submission of five proposals to the PR Administration for the Funding of Infrastructure (AFI) as a strategy to increase the institution's investment in infrastructure, to reduce electricity consumption and increase air conditioning efficiency.
6. Maximized utilization of course capacity within the physical infrastructure restraints, and by guaranteeing excellence in our educational offerings and meeting student demands.

The aforementioned actions to manage the System and the institution's finances served as an additional precursor to the community's discomfort leading to the extended stoppage at the UPR-Cayey. The Administration recognized the community's opinions and offered them ample opportunity for input in financial decision making processes, through assemblies celebrated to discuss institutional affairs and present the campus' budget, its allocation process and projections on the future fiscal state, along with the actions to be undertaken to manage the

fiscal situation⁴⁷. The Chancellor also established an ad hoc committee, with two representatives of the faculty, administrative personnel, and student body (appointed by nominations from each body), for evaluating the institution's finances and making recommendations on how to manage the crisis.

In light of the decline in public funding, recommendations from the 2005 MSCHE Evaluation Team, and the MSCHE action to place the institution on probation, the UPR-Cayey has set in place multiple initiatives, some of which were recommendations from the community ad hoc committee, for achieving financial stability and for the development of a five-year financial plan.

Five-Year Financial Plan

In its 2010 Periodic Review Report, the UPR-Cayey had projected its recurrent budget assignment for fiscal years 2011 through 2015 at \$37,228,978, under the assumption that not receiving ARRA funds for fiscal year 2011, which subsidized the budget for Fiscal Year 2010, would result in a reduction of 10.58%. Upon the confirmation of the assigned budget for Fiscal Year 2011, and in response to the MSCHE requirement to document the development of a long term financial plan, the UPR-Cayey revised its financial projections through Fiscal Year 2015 (see Table 4).

Table 4
 UPR Cayey Projected Budget Fiscal Year 2011 through Fiscal Year 2015 (as of July 1st)

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| UPR-Cayey General Fund | \$35,626,372 | \$33,894,027 | \$35,053,448 | \$35,842,674 | \$36,656,721 |
| Salaries | \$24,463,139 | \$23,045,057 | \$23,606,325 | \$23,400,601 | \$23,677,978 |
| Fringe Benefits | \$8,478,845 | \$7,987,877 | \$8,182,424 | \$8,111,116 | \$8,207,260 |
| Materials, Services and supplies | \$2,549,988 | \$2,673,682 | \$2,956,207 | \$3,702,588 | \$4,010,955 |
| Travel Expenses | \$21,400 | \$30,235 | \$50,415 | \$103,728 | \$125,755 |
| Equipment | \$113,000 | \$157,176 | \$258,078 | \$524,642 | \$634,774 |

⁴⁷ See presentations cited under Leadership and Governance

The revised projections led to the development of a five year financial plan based on the budget assignment identified by the Central Administration for fiscal years 2011 through 2015 and the economies to be redistributed from projected retirements at the administrative and faculty levels⁴⁸. The institutional strategic plan and the 2005 MSCHE Evaluation Team's recommendation to increase its operational budget served as guide for establishing allocation coefficients. As such, the percentage assigned to operating expenses is projected to increase from 7.54%, in Fiscal Year 2011, to 13.01%, in Fiscal Year 2015. Salaries and fringe benefits are projected to decrease from 92.47%, in Fiscal Year 2011, to 86.98%, in Fiscal Year 2015 (see Figure 5).

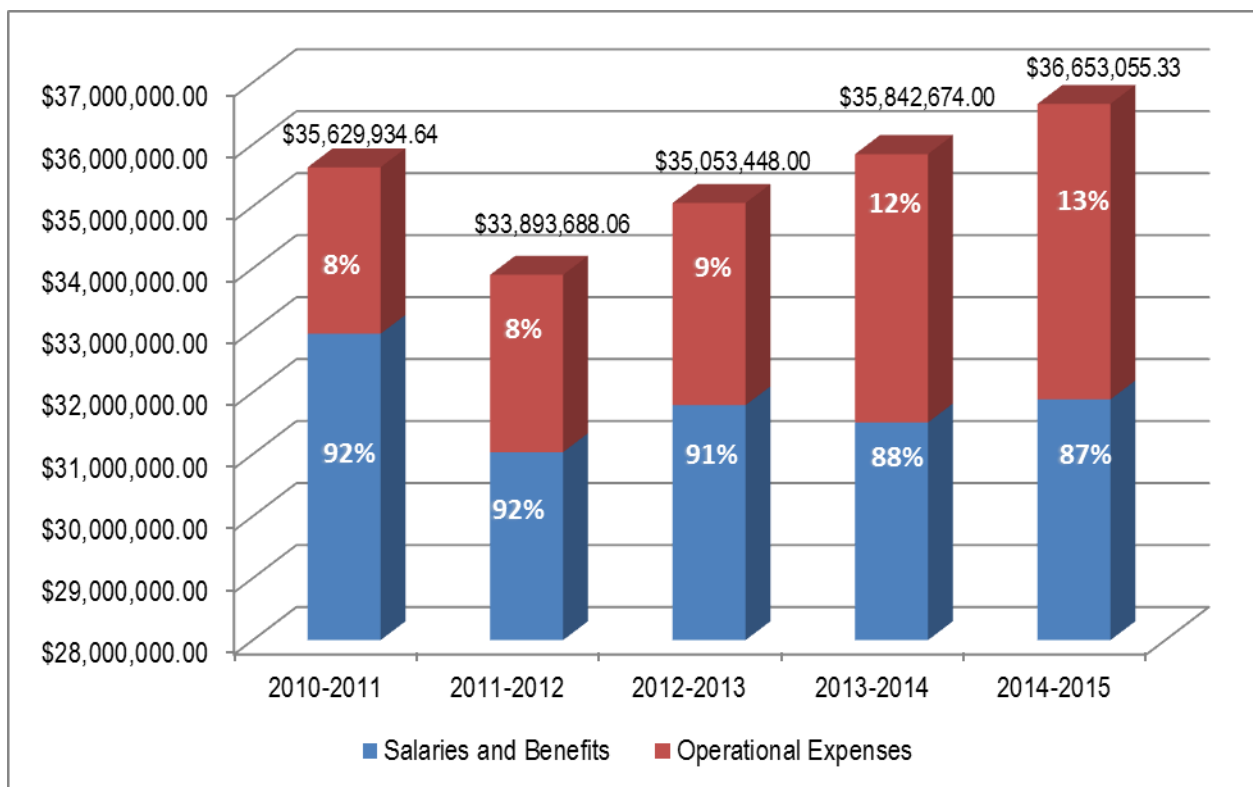


Figure 5. Projected budget allocation to salaries and fringe benefits and operational expenses.

⁴⁸ Available at <https://docs.google.com/fileview?id=0B5WQ0yEs8X7VODBIYmY2YTQtNWFYIS00OGIzLTkxN2MtMWFYITlxYTE0Yjgz&hl=en&authkey=CLjyPgL>

The economies from projected retirements were distributed in the financial plan according to the following schematic:

1. Vacant administrative positions would not be reinstated, as the institution has determined that task redistribution is viable and necessary for greater effectiveness in its operations and in an effort to bring faculty to staff proportions to more adequate levels.
2. Vacant faculty positions would be filled, at the lowest faculty entry level (i.e., Assistant Professor), on the basis of:
 - a. Institutional priorities.
 - b. Departmental and programmatic needs assessments.
3. For years where there are reductions in the UPR-Cayey General Fund assignment (FY 2011 and 2012), economies were first used to cover the deficit. The remaining budget was distributed as follows:
 - a. 70% allocated to Materials, Services and Supplies, of which:
 - i. 50% was assigned to Institutional Support, mainly for the maintenance of the Campus' infrastructure.
 - ii. 35% was assigned to Academic Support for laboratory and research materials to promote research and creative activities in all disciplines.
 - iii. 15% was assigned to Student Support Services that contribute to an academic environment that promotes integral development and strengthens student engagement.
 - b. 25% allocated to Equipment, of which:
 - i. 50% was assigned to Academic Support for the acquisition, maintenance, and replacement of technological resources that foster and enhance student learning.
 - ii. 35% was assigned to Institutional Support geared at the automation of frequent transactions leading to a more efficient use of human resources' talents.
 - iii. 15% was assigned to Student Support Services for the acquisition, maintenance, and replacement of athletic equipment.
 - c. 5% allocated to Travel Expenses, of which:
 - i. 50% was assigned to Academic Support in the areas of accreditation and professional development.
 - ii. 15% was assigned to Institutional Support for the continuous training of administrative personnel.
 - iii. 35% was assigned to Student Services, mainly for the Athletics Program and travel for student research presentations both locally and abroad.
4. By Fiscal Year 2013, the UPR-Cayey would not experience a reduction in its General Fund. Hence, economies resulting from projected retirements were allocated entirely towards operational expenses in compliance with the MSCHE Evaluation Team's recommendations and following the aforementioned schematic.

A summary of the distribution resulting from the five year financial plan, by General Ledger programs, is presented in Table 5.

Table 5
 Projected General Ledger Distribution by Budget Line and Fiscal Year

| PROGRAM | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| I. Instruction | \$ 11,237,500 | \$ 10,691,073 | \$ 11,056,785 | \$ 11,305,727 | \$ 11,562,499 |
| II. Research | \$117,108 | \$111,414 | \$ 115,225 | \$ 117,819 | \$ 120,495 |
| III. Academic Support | \$2,840,114 | \$2,702,012 | \$ 2,794,441 | \$ 2,857,357 | \$ 2,922,253 |
| IV. Student Services | \$2,111,603 | \$2,008,926 | \$ 2,077,645 | \$ 2,124,423 | \$ 2,172,673 |
| V. Institutional Support | \$14,007,006 | \$13,325,910 | \$ 13,781,753 | \$ 14,092,048 | \$ 14,412,102 |
| VI. Facilities & Maintenance | \$5,313,041 | \$5,054,692 | \$ 5,227,600 | \$ 5,345,299 | \$ 5,466,699 |
| TOTAL | \$ 35,626,372 | \$ 33,894,027 | \$ 35,053,448 | \$ 35,842,674 | \$ 36,656,721 |

Initiatives underway

The following initiatives are underway for securing the continuity of operations and institutional effectiveness with the available resources:

1. Restructuring administrative offices, redistributing tasks, and revising executive positions:
 - a. Offices have been restructured to make more efficient use of human resources and tasks have been redistributed for more efficient operations within the number of administrative personnel that the institution has.
 - b. Executive positions in the areas of Natural Sciences, Office Technology and Administration, Physical Education and the Honor's Program have been revised and classified as coordinators, receiving faculty compensation, which does not accumulate vacation time beyond that corresponding to faculty positions, as opposed to an executive pay.
2. Continuous monitoring of academic offerings:
 - a. Course occupancy established at the maximum level permitted for each course type^{49,50}, without hindering academic excellence and student learning outcomes. Courses with occupancy of less than 75% are closed except when the Registrar's Offices certifies that students graduating during that particular academic session are enrolled.

⁴⁹ Exhibit 4.1

⁵⁰ Exhibit 4.2

- b. Course scheduling prioritizing a programmatic offer course required for degree completion.
 - c. Electives not forming part of general program offer and other related educational activities will be offered through the Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP), which offers an opportunity for establishing a variety of costs and for greater income to the institution's funds, as opposed to the UPR General Fund.
3. Amendment of Faculty Compensations Practice for faculty overload in non-instructional activities (Administrative Board's Certification 42⁵¹, 2008-2009).
 4. Assessment, within the established timeline⁵², of programs with a demand inferior to its offer and preparation of a summative report, within the guidelines established of the Board of Trustees' Certification 43 (2006-2007), that demonstrates through documented evidence its pertinence and specific plans for development, so that the Administrative Board can make informed decisions regarding the importance of the program for attaining the UPR-Cayey Mission. To date, the baccalaureates of Arts in Economy, Elementary Education with a Concentration in Social Studies, Secondary Education in Social Sciences and the Associate's Degree in Office Technology and Administration have been placed on moratorium following these guidelines, while other programs identified as not mission critical, who exhibit low demand to offer proportions, and demonstrate low programmatic effectiveness (e.g., low graduation rates) are under evaluation.

Maintain and Nurture Additional Sources of Funding

The main goal of the second part of UPR-Cayey Action Plan, for continued compliance with Standard 3, is to strengthen and revise existing initiatives and develop new policies and strategies to increase and diversify sources of funding that support the accomplishment of the institutional mission and goals. The UPR-Cayey recognizes that actions have to be taken to reduce allocation to salaries and benefits and redistributing it to operational expenses. At the same time, the institution is aware that alternatives to its reliance on public funding have to be further developed, particularly with regards to increasing external support for programs and operations through grants and private fundraising.

Between Fiscal Year 2005 and 2010, the institution has received \$1,250,784.00 from Facilities and Administrative Costs claimed by research grants, \$4,176,330.70 from earnings on the Intramural Practice Plan, and \$150,000 through fundraising activities carried out by the Alumni and Development Office, amounting to \$5,577,114.70 to be redistributed for operational expenses and institutional priorities. There is also ample opportunity for external funding through the Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP).

The UPR-Cayey is beginning to analyze documentation and information related to external funding in an effort to identify proposals that, aside from providing the institution earnings from indirect costs, contribute directly to the operational funding for the achievement of institutional goals and objectives, in an effort to prioritize proposal submission contributing directly to academic excellence, faculty development and the institution's physical infrastructure, among

⁵¹ Exhibit 4.3

⁵² Available at <https://docs.google.com/fileview?id=0B5WQ0yEs8X7VYzg0NjNkMGltNGEzOC00YmIxLWlwN2EtYzFIODc2Yjk3Yjhh&hl=en>

others⁵³. An example of such a proposal was the *Research Infrastructure for Minority Institutions* (RIMI) Program (2004-2009), whose primary objective was the enhancement of the interdisciplinary research infrastructure of the UPR-Cayey impacting both faculty and student development. Another proposal is the *MBRS Research Initiative for Scientific Enhancement* (1999-2011) which has contributed to the improvement of the overall academic environment by improving student awareness of career opportunities, strengthening research skills and English language development and providing research experiences in the US in an effort to increase the number of Hispanics studying for the Ph.D.

The Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP) are also being reviewed as sources of additional funding. The UnEx is currently being assessed for improving its return on investment (ROI) and as a mechanism through which the regular academic offerings of the institution can be strengthened by using it as an alternative route for elective course offerings that are not required for degree completion and for enrolling in courses being repeated after a determined number of times which, when taken through the regular term, implies a significant cost to the institution. Finally, the UPR-Cayey is committed to assessing its fundraising initiatives in an effort to increase the number of potential donors and potential collaborations, which in turn can lead to additional sources of external funding.

Strategies initiated and to be implemented

The following initiatives included in the Action Plan are to be implemented for maintaining and nurturing additional sources of funding:

1. Strengthen the Extended University (UnEx) and the Continued Education and Professional Studies Division (DECEP) as potential sources for added income by:
 - a. Offering elective course offerings that are not required for degree completion, but rather serve as a related educational experience.
 - b. Establishing a policy by which after a number of repeated intents towards course completion (e.g., after the second repetition), students must enroll in the UnEx to repeat it.
 - c. Offering remedial courses and certification courses through the DECEP.
 - d. Promoting the submission of proposals through the DECEP that impact the public school system and offer professional development experiences to teachers, while offering additional sources of funding to UPR-Cayey.
2. Assess trends in institutional income from research proposals and the Intramural Practice Plan in an effort to:
 - a. Identify areas with the largest return on investment (ROI) in which proposal submission should be prioritized and stimulated.
 - b. Develop an internal policy for the redistribution of funds for release time obtained through research grants to the institution's operational fund.
 - c. Revise the Intramural Practice Plan Policy locally so that the institution is able to recuperate its investment in these proposals while gaining an added income for operational funds.

⁵³ Exhibit 4.4

- d. Revise the internal distribution of claimed Facilities and Administrative Cost for research proposals to strengthen the institution's operational fund.
- e. Strengthen the External Resources Office:
 - i. By developing an information system for managing proposal related information more efficiently.
 - ii. By integrating post-award operations and services.
3. Develop a plan for establishing consortiums and alliances with potential external funders in an effort to increase the UPR-Cayey fundraising capabilities.
4. Restructure the Alumni and Development Office so that it has greater presence in students' lives upon their admission to the UPR-Cayey and through their transition to alumni, by incorporating placement services and establishing a closer relationship to Deanship of Student Affairs. By doing so the Administration strives to achieve a closer relationship with students, foster student engagement and link placement data on graduating students with the potential for seeking support for additional funding from those companies and organizations which hire the students.

The action plan developed by the UPR-Cayey is aggressive and contemplates actions to which some sectors of the Campus Community may present resistance. Nevertheless, the institution, in its commitment to continue gaining input from the community and maintain them informed of actions that must be taken to achieve institution's mission, will present these action plans to the campus community and offer continuous orientations on the importance of following through on these initiatives. It is the UPR-Cayey position that it can in fact achieve its goal of attaining financial stability with the engagement and support of the institutional community. The institution strives to continue adapting the budget allocation process to a work plan that recognizes institutional priorities through the assessment of its fiscal operations, expenditure profiles and trends in budget use, so as to ensure that the primary functions of the university, its goals and objectives have adequate resources through funding from both the UPR General Fund and external sources.

Conclusion

In March 2010, the NCATE Board of Examiner's Report established as a strength of the Teacher Preparation Program "the institution-wide commitment to meet the needs of the community it serves are exemplified by strong leadership, shared governance, and close collaboration among TPP, Arts and Sciences, upper Administration, and various supporting units on campus" (p. 30). The UPR-Cayey prides itself in having implemented a variety of mechanisms for a shared collegiate government that promotes an institutional climate of mutual respect and collaboration among all constituents, by establishing ongoing communications with the campus community at-large that guarantees transparency on decisions being made and their underlying causes. Those mechanisms played a significant role in delaying the stoppage's onset at the institution and in promoting an institutional climate of mutual respect and collaboration among the Administration and the supporters of the stoppage.

Although there are multiple opportunities for constituent input on decision-making processes, the UPR-Cayey recognizes and has begun a process to revise the Administrative Board's, Academic Senate's and Faculty bylaws and policies upon an analysis revealing that they currently include areas that are not in alignment with the most recent systemic regulations, leading to a redundancy in roles and responsibilities, similar roles and responsibilities in terms of authority, and untimely decision-making. By doing so, the institution seeks to conciliate the community's traditional view of what a shared collegiate government model is and the need for effective management.

The UPR-Cayey reaffirms itself in its commitment to offer a well-rounded education of excellence, leading students to find their way to seek and create knowledge with a lifelong commitment to learning, while striving for an integrated campus community. There is awareness that declining public funding and stricter accountability requirements have led and will lead the UPR-Cayey to make hard decisions in order to carry out its mission, and recognize that another stoppage can threaten its achievement.

A thorough analysis of the events that took place prior to, during, and after the stoppage has offered the campus insight on the need to develop and adhere to protocols for assuring that the rigor, continuity, and length of courses in the event of an extended closure due to unexpected events, despite its success in assuring rigor and length of all educational offerings when the academic calendar was reinstated. The analysis that have been carried out in terms of grade distribution, faculty attendance, and total withdrawals reveal that the institution was able to establish a plan to maintain its rigor, as evidenced by grade distributions for the second semester 2009-2010 similar to those of the second semester 2008-2009. Practice, community service, and research experiences were also completed successfully in the majority of the cases. The institution did however, experience an increase in total and partial withdrawals, and in the number of incomplete grades assigned as a result of students who were unable to return to complete the semester at the established date, as was to be expected after an extended closure do to a community stoppage.

In the future, to more adequately guarantee that the academic experience after an extended closure is no different than in a traditional and uninterrupted semester. As such, the UPR-Cayey has begun identifying areas to be included in a reinstatement protocol, including the inclusion of a specific number of hours in the reinstated academic calendar for purposes of adaptation, the requirement of assessing the state of students' course content knowledge at the reinstatement of the academic calendar and the implementation of specific instructional strategies to strengthen any areas needing improvement, and the requirement of documentation

and submission of evidence by all faculty members of the assessment and instructional strategies implemented for these purposes and their impact on student learning.

Assuring content rigor, continuity, and length of the institution's academic offerings is not only a matter related to student learning, it is also closely related to the institution's financial stability. In light of the decline in public funding, recommendations from the 2005 MSCHE Evaluation Team, and the MSCHE action to place the institution on probation, the UPR-Cayey has set in place multiple initiatives, some of which were recommendations from the ad hoc committee that evaluated the institution's finances, for achieving financial stability and for the development of a long term financial plan that will allow the university to achieve its institutional mission of providing a well-rounded education of excellence.

Along with the control measures established centrally, the UPR-Cayey has implemented internal measures to assure the continuity of all operations that support the institution's Mission, Goals, and Objectives, including: redistributing tasks among administrative personnel, reengineering institutional processes, making more effective use of available technologies, merging offices and programs with similar functions, maximized utilization of course capacity within the physical infrastructure restraints, among others. These measures, along with the economies from projected retirements were taken into consideration when developing the five year financial plan for a budget of \$35,626,372 in Fiscal Year 2011 to a budget of \$36,656,721 in Fiscal Year 2015, while projecting to consistently increase its budget for operating expenses from 7.54% in the current fiscal year to 13.01% by Fiscal Year 2015.

The institution is aware that alternatives to its reliance on public funding have to be developed, particularly with regards to increasing external support for programs and operations through grants and private fundraising. Between Fiscal Year 2005 and 2010, the institution has \$5,577,114.70 through external funding for operational expenses and institutional priorities. As such, external funding has provided an average \$1,115,422.94 per year. The UPR-Cayey hopes to significantly increase its external sources of funding by: (1) assessing trends in institutional income from research proposals and the Intramural Practice Plan in an effort to revise policies geared at strengthening proposal development, (2) revising policies regarding cost distribution and (3) restructuring the Alumni and Development Office.

During the stoppage two pivotal proposals were submitted contributing directly to the attainment of our institutional objectives, the renewal of the *MBRS Research Initiative for Scientific Enhancement* and the *Strengthening Interdisciplinary Research and Training at the UPR-Cayey*. The former, with a potential five-year assignment of \$2,040,485, of which \$151,147 can be claimed as indirect costs to the institution, has been a major vehicle for offering students research experiences, since their freshmen year, both locally and abroad as a complementary experience in their academic formation. The latter, with a potential five-year assignment of \$4,425,373, of which \$1,119,121 can be claimed as indirect costs to the institution, improves conditions for the development of research proposals for external funding, by establishing a faculty research training program which will lead junior faculty members to a greater research capacity and commits the university to include, as a requirement for hiring tenure track faculty, the establishment of a work plan with 25% to 40% of their time dedicated to research. Both proposals will not only provide external funding through Facilities and Administrative Costs claimed, they contribute directly to achieving the institutional objective of promoting research in all disciplines for both students and faculty.

The UPR-Cayey recognizes that the action plan developed to achieve fiscal stability is aggressive and contemplates actions to which some sectors of the Campus Community may

present resistance. Nevertheless, the institution, in its commitment to continue gaining input from the community and maintain them informed of actions that must be taken to achieve institution's mission, will present these action plans to the campus community and offer continuous orientations on the importance of following through on these initiatives. It is the UPR-Cayey position that it can in fact achieve its goal of attaining financial stability with the engagement and support of the institutional community. The institution strives to continue adapting the budget allocation process to a work plan that recognizes institutional priorities through the assessment of its fiscal operations, expenditure profiles and trends in budget use, so as to ensure that the primary functions of the university, its goals and objectives have adequate resources through funding from both the UPR General Fund and external sources.

There is no doubt that the financial crisis that the UPR-Cayey is confronting, and will continue to confront for the next five years, represents a significant challenge for the institution in multiple areas. The assertion within its Mission Statement that "the university has the responsibility to link its words with its actions" leads the university community to face these challenges believing that all challenges are merely opportunities for institutional renewal and development. That just as the institution offers an academic experience of excellence, fostering a series of abilities and content knowledge that empower students to be creative problem-solvers, it can also apply what it teaches to come up with creative, well researched strategies to lead the institution out of the financial crisis, while at the same time committing to one's social responsibility to serve the Puerto Rican people. In all, these challenges grant the institution its greatest opportunity of all, achievement of the institution's objective of "asserting the University's Autonomy".

Appendix A. UPR Cayey Mission Statement

UNIVERSIDAD DE PUERTO RICO EN CAYEY

DECLARACIÓN DE MISIÓN Y METAS

DECLARACIÓN DE MISIÓN, METAS Y OBJETIVOS GENERALES*

Preámbulo

La Universidad de Puerto Rico en Cayey es una unidad autónoma de la Universidad de Puerto Rico. Fundada en 1967 como colegio regional en la sede de un antiguo campamento militar, se convierte en colegio universitario en 1969 y adquiere autonomía el 2 de abril de 1982 por resolución del Consejo de Educación Superior. La misión de la Universidad de Puerto Rico en Cayey se establece en compromiso con los valores fundamentales de la Universidad y desde la misión de la Universidad de Puerto Rico como institución pública de educación superior.*

La variedad de trasfondos académicos de su facultad provee riqueza y diversidad a la experiencia educativa; la belleza natural de su entorno y su ubicación, a la vez cerca y lejos de las principales zonas metropolitanas, propicia un ambiente académico acogedor, que invita al estudio, a la reflexión y al desarrollo personal. El nuestro es un colegio a escala humana y con calidad humana. Más nos importa la calidad que la cantidad.

Misión

La Universidad de Puerto Rico en Cayey está comprometida con la educación integral de excelencia mediante programas subgraduados en la preparación de maestros y en las disciplinas de las Ciencias Naturales y Sociales, las Humanidades y la Administración de Empresas. Entendemos la educación general y la especialización profesional como experiencias complementarias de la formación del ser humano. Ofrecemos una educación interdisciplinaria e innovadora, que integra temas y vivencias de diversos campos del saber, la investigación y el servicio comunitario como parte del proceso de enseñanza y aprendizaje, manteniendo en perspectiva el valor de la especialización. Educamos con perspectiva global que a su vez reconoce la ubicación del ser humano en su comunidad, con sentido histórico y visión de futuro.

Estamos comprometidos con el desarrollo del ser humano integral, autónomo, crítico, sensible, que crea en la excelencia como norma de vida, y que esté preparado para ubicarse creativamente en la sociedad y en el mundo del trabajo. Será alguien que descubra en sí mismo los recursos y estímulos para el aprendizaje, que haya aprendido a buscar y a gestar los saberes para una vida plena, y que mantenga un compromiso de por vida con el estudio.

Trabajamos para lograr una comunidad universitaria integrada entre sus componentes, sustentada en el compromiso que compartimos con la educación como modo de vida. Reconocemos que todos sus integrantes son, en sentido esencial, estudiantes y que todos podemos ser maestros.

Creemos, como nos enseñó Hostos, que el bien vivir está íntimamente ligado al bien hacer. Afirmamos que la Universidad tiene la responsabilidad de vincular su decir con su hacer. El proyecto académico de la Universidad de Puerto Rico en Cayey requiere una universidad alerta a los temas de nuestro tiempo, como el mejoramiento del ambiente natural y social y la promoción de la paz, y comprometida con la superación razonada de los prejuicios y el respeto a la disidencia. Queremos educar para la vida.

Metas y objetivos generales

1. Proveer una educación subgraduada de excelencia.

- Mantener programas variados y actualizados que incluyan las Ciencias Naturales y Sociales, las Humanidades, la Educación y la Administración de Empresas.
- Ofrecer un currículo diverso, innovador y a la altura de los avances tecnológicos, de pertinencia social, perspectiva internacional e interdisciplinaria, que brinde al estudiante un fundamento sólido de conocimientos, destrezas y actitudes desde los cuales pueda ampliar su capacitación en cualquier campo del saber y del desempeño profesional.
- Desarrollar programas, actividades y experiencias cocurriculares de estudio, investigación, intercambio, creación, adiestramiento, práctica profesional y servicio que sean pertinentes e innovadores.
- Fomentar la síntesis y la continuidad en la organización del conocimiento, así como en las experiencias de aprendizaje.
- Proveer al estudiante una visión de la interrelación entre la educación general, los conocimientos propios de la especialidad y su entorno vital.
- Contribuir a la formación de personas con una visión cultural amplia, integradora, dinámica e innovadora del conocimiento, del ser humano y del proceso de enseñanza y aprendizaje.
- Capacitar al estudiantado para desenvolverse en un mundo multicultural, internacional e interdependiente.

- Fortalecer el desarrollo del pensamiento complejo, que favorezca el aprendizaje independiente, el discernimiento crítico, la generación de nuevos conocimientos y una actitud creadora.
- Desarrollar en el estudiante el fortalecimiento y aprecio pleno de su lengua vernácula.
- Ampliar en los estudiantes la capacidad para comunicarse efectivamente y con propiedad.
- Capacitar al estudiante en la utilización de fuentes diversas de información y en la investigación.
- Relacionar a los estudiantes con el uso efectivo, apropiado y creativo de las tecnologías como herramientas en su formación académica.
- Sensibilizar a los estudiantes hacia diversas formas de la expresión artística y corporal a través de experiencias formativas y participativas dentro y fuera del salón de clases.
- Cultivar en el estudiante la autoestima y la confianza en sí mismo, la iniciativa y el liderazgo, la independencia de criterio y la prudencia en la toma de decisiones, capacitándolo para hacer juicios éticos, anticipar problemas, percibir oportunidades y proponer cambios constructivos, propiciando así el desarrollo integral y equilibrado de la persona.

2. Cultivar en todos los sectores de la comunidad universitaria el compromiso con la ejecutoria de excelencia acorde con el proyecto académico que propicia la unidad de propósito institucional.

- Propiciar el readiestramiento continuo de todos los integrantes de la comunidad universitaria: alumnos, profesores y personal de apoyo a la docencia.
- Proveer servicios de apoyo al estudiante para facilitar su integración a la vida universitaria.
- Apoyar a la facultad en el enriquecimiento de una formación cultural amplia, la puesta al día de los saberes de su especialidad y el mejoramiento de sus capacidades docentes.
- Desarrollar el conocimiento de la labor de la Universidad y sus valores en el personal de apoyo, y contribuir a su desarrollo profesional y personal.

- Reconocer el mérito en las ejecutorias universitarias.
- Adecuar la distribución presupuestaria al plan de trabajo que reconozca las prioridades institucionales.
- Integrar el avalúo como modo de enriquecer el proceso de enseñanza y aprendizaje.
- Promover el avalúo, la evaluación y la revisión de los procesos y esquemas académicos y administrativos, de modo que respondan de manera ágil y flexible al proyecto académico que da sentido a nuestra existencia.

3. Hacer de la Universidad de Puerto Rico en Cayey uno de los principales centros de actividad académica y cultural de Puerto Rico.

- Propiciar un clima de encuentro e intercambio entre estudiosos, investigadores y creadores del país y del mundo, así como el diálogo entre las disciplinas académicas y entre los diversos sectores de la comunidad.
- Ofrecer educación continua a personas que aspiren a superarse profesionalmente, a cambiar de carrera o a enriquecer su calidad de vida.
- Fortalecer los vínculos con instituciones académicas y culturales dentro y fuera de Puerto Rico.
- Mantener un amplio programa de actividades artísticas, científicas, profesionales y atléticas que complemente los programas académicos y sirva a la comunidad.
- Difundir en la comunidad los avances en las diversas ramas del saber.
- Enriquecer y difundir los valores de la cultura puertorriqueña.

4. Propiciar el desarrollo de un sentido de responsabilidad social basado en el respeto a los seres humanos y a su entorno natural.

- Capacitar a los estudiantes con los conocimientos y destrezas necesarias para comprender fenómenos sociales, culturales, económicos, políticos y ambientales en Puerto Rico y el mundo.

- Promover actitudes que lleven al respeto, a la diversidad y a la superación de los prejuicios que atenten contra la dignidad humana.
- Fomentar el compromiso con la justicia, la honradez y la búsqueda de soluciones pacíficas a problemas comunes.
- Promover la preservación y el mejoramiento del ambiente.
- Mantener un ambiente en el campus que garantice el respeto a opiniones disidentes y a los derechos del prójimo.
- Afirmer la autonomía universitaria.

Objetivos de la Universidad de Puerto Rico (comprendida en el Artículo 2 de la Ley de la Universidad del 20 de enero de 1966, 18 L.P.R.A. § 601)

- (a) La Universidad, como órgano de la educación superior, por su obligación de servicio al pueblo de Puerto Rico y por su debida fidelidad a los ideales de una sociedad integralmente democrática, tiene como misión esencial alcanzar los siguientes objetivos, con los cuales es consustancial la más amplia libertad de cátedra y de investigación científica:
 - (1) Transmitir e incrementar el saber por medio de las ciencias y de las artes, poniéndolo al servicio de la comunidad a través de la acción de sus profesores, investigadores, estudiantes y egresados.
 - (2) Contribuir al cultivo y disfrute de los valores éticos y estéticos de la cultura.
- (b) En el cumplimiento leal de su misión, la Universidad deberá:
 - (1) Cultivar el amor al conocimiento como vía de libertad a través de la búsqueda y discusión de la verdad, en actitud de respeto al diálogo creador;
 - (2) Conservar, enriquecer y difundir los valores culturales del pueblo puertorriqueño y fortalecer la conciencia de su unidad en la común empresa de resolver democráticamente sus problemas;

- (3) Procurar la formación plena del estudiante, en vista a su responsabilidad como servidor de la comunidad;
- (4) Desarrollar a plenitud la riqueza intelectual y espiritual latente en nuestro pueblo, a fin de que los valores de la inteligencia y del espíritu de las personalidades excepcionales que surgen de todos sus sectores sociales, especialmente los menos favorecidos en recursos económicos, puedan ponerse al servicio de la sociedad puertorriqueña;
- (5) Colaborar con otros organismos, dentro de las esferas de acción que le son propias, en el estudio de los problemas de Puerto Rico;
- (6) Tener presente que por su carácter de Universidad y por su identificación con los ideales de vida de Puerto Rico, ella está esencialmente vinculada a los valores e intereses de toda comunidad democrática.

**La Declaración de misión, metas, objetivos generales* de la Universidad de Puerto Rico en Cayey, gestada con el más amplio concurso de todos los sectores de la comunidad académica, cristaliza el sentir de esta comunidad académica sobre lo que es y lo que debe ser la Universidad de Puerto Rico en Cayey. Aprobada unánimemente por la Junta Académica el 5 de marzo de 1993, fue endosada por el Consejo de Educación Superior, que, mediante la Certificación número 94-002, derogó la pasada misión, emitida antes de concederle autonomía a Cayey y recogida en su Certificación número 57 serie 1979-80. El 23 de febrero de 1994 obtuvo el respaldo unánime de la Junta Universitaria. Fue actualizada el 4 de mayo de 2006, mediante la Certificación número 89 serie 2005-06 del Senado Académico.

Appendix B. UPR Cayey Strategic Plan



PLAN ESTRATÉGICO 2006-2016

Área clave I

Vínculo sostenido con el estudiantado

Asunto crítico

Proveer al estudiantado la mejor calidad de educación, servicios y ambientes para su desarrollo integral, fortaleciendo su identidad como universitario desde que ingresa y propiciando su vinculación sostenida con su alma máter como ex alumno.

Direcciones

- Fortalecer e integrar los esfuerzos dirigidos al reclutamiento del estudiantado, incluyendo a los de Iniciativa Bilingüe, mantener una comunicación eficiente, clara y constante con los candidatos a admisión, para atraer a los mejores talentos.
- Desarrollar un mayor conocimiento del estudiantado y de los egresados y darles seguimiento desde que ingresan hasta lograr su vinculación como exalumnos con el alma máter.
- Fortalecer y divulgar ampliamente los servicios y oportunidades disponibles en colocaciones, ayuda económica, tutoría, mentoría y consejería, para facilitar la inserción del estudiantado en la vida universitaria.
- Analizar las necesidades del estudiantado en la planificación académica.
- Aplicar sistemáticamente las medidas que hayan demostrado ser eficaces para mejorar el aprovechamiento académico, siguiendo el Plan de Retención, que incluye revitalizar la consejería y prevenir el ausentismo y la repetición de cursos.
- Fortalecer la consejería académica, vocacional, profesional y personal en los departamentos.
- Coordinar los esfuerzos para apoyar la integración de los graduados al mercado del trabajo y a los estudios graduados.
- Ofrecer y promover programas de acondicionamiento físico que sensibilicen al estudiantado hacia las diversas formas de la expresión artística y corporal, y que sean extensibles a toda la comunidad universitaria.
- Optimizar los servicios en línea que dan acceso al estudiantado a los diversos procesos académicos y administrativos, como prematrícula y matrícula.
- Alentar la participación estudiantil en sus organismos representativos, en los cuerpos deliberativos, en la evaluación de los servicios y de la oferta académica y en la formulación de alternativas, como una manera de promover su identificación con su alma máter y desarrollar responsabilidad hacia ella.
- Fomentar la calidad de vida, el desarrollo de estilos de vida saludables y el cuidado de sí como parte de una educación integral.

Área clave II

Currículo de actualización, experimentación y renovación

Asunto crítico

Proveer una educación integral de excelencia. Fortalecer la oferta académica, su enfoque interdisciplinario o multidisciplinario y la eficacia de los procesos de enseñanza-aprendizaje.

Direcciones

- Proseguir la implantación de *Habilidades y contenidos del componente de educación general de la Universidad de Puerto Rico en Cayey*.
- Diseñar un plan de acción para implantar el "Perfil del egresado ideal" y asegurar el logro de los objetivos formativos de nuestra primera meta.



- Completar la revisión del procedimiento para la aprobación y revisión de cursos y programas académicos, de tal manera que provea mecanismos ágiles para crear, aprobar y evaluar los programas y reformas curriculares.
- Facilitar y estimular la creación de nuevas secuencias curriculares que complementen la formación académica del estudiantado y evaluar las existentes.
- Facilitar y estimular la participación de los docentes y del estudiantado en programas de intercambio con universidades de Puerto Rico y del exterior.
- Estimular la participación en foros, debates, exposiciones y otras actividades académicas y curriculares, e incorporar su discusión en los cursos.
- Desarrollar la inclusión de los servicios comunitarios como parte de los programas académicos.
- Integrar la filantropía al currículo.
- Proveer los recursos presupuestarios necesarios para mantener una colección bibliográfica adecuada y atemperada a las necesidades y actualizaciones de los currículos.
- Mantener actualizado el catálogo general de los programas académicos en línea y proveer enlaces a los prontuarios de los cursos.
- Utilizar el avalúo para impulsar el aprovechamiento académico y divulgar las técnicas utilizadas por los profesores que hayan demostrado ser efectivas.
- Capacitar al estudiantado en la utilización crítica, ética y creativa de fuentes diversas de información y en la investigación, desde su ingreso.
- Elaborar un plan para desarrollar en el estudiantado el fortalecimiento y aprecio pleno de su lengua vernácula, y así fortalecer sus capacidades cognitivas y su aprovechamiento en todas las materias.
- Continuar la integración de las destrezas de investigación e información en los contenidos del currículo.

Área clave III

Investigación y creación

Asunto crítico

Promover la investigación y creación en todas las disciplinas en función de parámetros de excelencia internacionalmente vigentes, para adelantar el conocimiento y poner el saber al servicio del pueblo de Puerto Rico.

Direcciones

- Completar e implantar la *Política de auspicio de la investigación y la creación* y actualizar las bases del Fondo Institucional para el Desarrollo de la Investigación y de la Creación.
- Propiciar las condiciones para fomentar la investigación y la acción creativa en todos los sectores.
- Proveer al estudiantado experiencias formativas en la investigación, la creación o el servicio a la comunidad desde su ingreso, tanto en el componente de educación general como en su concentración, conforme a los objetivos institucionales y al "Perfil del egresado ideal".
- Concertar colaboraciones y alianzas dentro de la UPR y con otras instituciones académicas, la industria, el comercio y el gobierno del País y del exterior, para desarrollar proyectos de investigación.
- Patrocinar la divulgación de la investigación y de la creación que se lleven a cabo en la UPR en Cayey.
- Patrocinar el desarrollo de propuestas para obtener fondos externos que apoyen la investigación y la acción creativa, y fortalecer la Oficina de Recursos Externos para ofrecer más apoyo técnico y administrativo.
- Ampliar la capacidad de la Oficina de Recursos Externos para ofrecer apoyo técnico y administrativo ('post award').
- Elevar los niveles de publicación de los universitarios, en particular en revistas arbitradas.



- Atemperar la *Políticas y procedimientos para el reclutamiento del personal docente en la Universidad de Puerto Rico en Cayey* a la Certificación 145 2005-2006 de la Junta de Síndicos.
- Impulsar el objetivo institucional de propiciar el encuentro e intercambio entre estudiosos, investigadores y creadores del País y del mundo, así como el diálogo entre las disciplinas y entre diversos sectores de la comunidad.
- Adelantar el conocimiento y poner el saber al servicio del pueblo de Puerto Rico.
- Aplicar la Política Institucional de Derechos de Autor vigente.
- Promover la investigación subgraduada.

Área clave IV

Planificación, evaluación y avalúo

Asunto crítico

Institucionalizar la evaluación y el avalúo, y la planificación estratégica y operacional en los asuntos académicos, administrativos, fiscales y físicos para potenciar los mejores desempeños institucionales

Direcciones

- Completar el plan de avalúo de la efectividad institucional y su implantación.
- Establecer una práctica institucional de divulgación continua de los resultados del avalúo.
- Mantener actualizado el sistema de datos, investigación y avalúo para la toma de decisiones, hacerlo accesible a toda la comunidad.
- Alinear la planificación y el presupuesto y lograr que sea continuo.
- Evaluar y revisar continuamente el Plan Estratégico y Operacional.
- Fortalecer el fondo dotal y de apoyo al desarrollo de la Institución.
- Fortalecer la obtención de fondos externos para realizar proyectos de desarrollo, de investigación y de labor creativa.
- Obtener y mantener la acreditación de los programas académicos, de la Biblioteca, de los Servicios de Orientación y Consejería, del Museo y de las revistas.
- Completar e implantar el nuevo sistema de evaluación del personal docente.
- Adecuar el Plan de Mejoras Permanentes a la política ecológica y a la conservación histórica.
- Fundamentar las decisiones institucionales en los hallazgos del avalúo y la evaluación.

Área clave V

Actualización tecnológica

Asunto crítico

Fortalecer las áreas de tecnologías de informática

Direcciones

- Relacionar al estudiantado con el uso creativo de las tecnologías como herramientas tanto en su formación como en su especialidad, proveyendo accesibilidad efectiva a la red y a los laboratorios informáticos así como auspiciando adiestramientos, y en la medida de lo posible hacer estos servicios extensivos a los ex alumnos.
- Informatizar los trámites y las transacciones administrativas en función de la calidad del servicio y de la maximización de los talentos y energías del personal.
- Encaminarnos a que todas las transacciones frecuentes puedan hacerse en línea, desde la admisión y la matrícula hasta las adquisiciones y el retiro.
- Completar y mantener funcional el acceso inalámbrico a la red informática desde cualquier punto del recinto.
- Estimular la transferencia de tecnología y la comercialización de la propiedad intelectual, con sentido ético, legal y moral.
- Optimizar nuestra presencia institucional en la Web.



- Apoyar la enseñanza de cursos en línea o asistidos por informática.
- Aumentar y mantener actualizados los equipamientos tecnológicos en los salones de clases y laboratorios, la biblioteca y los centros de investigación, los auditorios y el teatro.
- Continuar el respaldo a la inclusión en línea de los prontuarios, materiales académicos, archivos, servicios de consejería y servicios bibliotecarios.
- Mantener una infraestructura tecnológica robusta y actualizada.
- Continuar el apoyo tecnológico a los docentes y los servicios del Centro de Adiestramiento en Destrezas Informáticas (CADI).

Área clave VI

Liderato en la comunidad y gestión cultural

Asunto crítico

Vincularse de manera efectiva con las comunidades del entorno, el País y con la comunidad puertorriqueña en el exterior y hacer del *campus* un centro de actividad académica, cultural y de servicio.

Direcciones

- Participar en la definición y búsqueda de alternativas a problemas de urgencia social, en cumplimiento con los objetivos de la cuarta meta de la Misión de la UPR en Cayey y de los objetivos de la Universidad de Puerto Rico.
- Propiciar el desarrollo de un sentido de responsabilidad social y de servicio público a través de proyectos de servicio, iniciativas curriculares e integración de objetivos a esos efectos en los prontuarios.
- Impulsar la incorporación del servicio comunitario al currículo y a las experiencias del egresado, según la Certificación 49 2002-03 del Senado Académico.
- Desarrollar más centros de investigación y servicios de apoyo a la comunidad.
- Fortalecer y ampliar las alianzas con la industria, el comercio, la educación, las organizaciones sin fines de lucro, las agencias gubernamentales, municipales y estatales.
- Difundir enérgicamente el amplio programa de actividades artísticas, científicas, profesionales y atléticas que también sirve a la comunidad en general y hacen de la UPR en Cayey una casa de la cultura y un centro de difusión de los avances en las Ciencias y las Artes.
- Continuar auspiciando proyectos de impacto social, particularmente en la comunidad.
- Potenciar el Museo de Arte Dr. Pío López Martínez y la Biblioteca Víctor M. Pons como centros dinámicos, de disfrute y estudios y creación.
- Fortalecer las iniciativas que atienden al estudiantado proveniente de las comunidades hispanas en los Estados Unidos que participan de la Iniciativa Bilingüe y fomentar la cooperación e intercambio con las comunidades puertorriqueñas en los Estados Unidos y en otros países.
- Fortalecer y difundir más ampliamente los cursos que ofrece la División de Educación Continuada y Estudios Profesionales (DECEP) a personas que aspiren a superarse profesionalmente, cambiar de carrera o enriquecer su calidad de vida.
- Enriquecer y difundir los valores de la cultura puertorriqueña.



Área clave VII

Internacionalización

Asunto crítico

Promover la internacionalización fundamentada en una conciencia clara de nuestra identidad nacional.

Direcciones

- Estimular una perspectiva internacional que a la vez reconoce la ubicación del ser humano en su comunidad tanto en el currículo como otras experiencias de estudio, culturales y de vida.
- Capacitar al estudiantado para desenvolverse a un mundo multicultural, internacional e interdependiente.
- Propiciar las condiciones para que el estudiantado puedan realizar estudios y participar en intercambios, voluntariados, internados y otras experiencias formativas en centros académicos del exterior.
- Fortalecer vínculos con otras instituciones académicas y culturales, dentro y fuera de Puerto Rico, que promuevan mayores enlaces con la comunidad internacional.
- Propiciar un clima de encuentro e intercambio entre estudiosos, investigadores y creadores del País y del mundo mediante el auspicio de foros y congresos de convocatoria y proyección internacional, con la participación activa de nuestros docentes y al estudiantado.
- Promover convenios de colaboración entre unidades del sistema.
- Propiciar el intercambio internacional de profesores, artistas y estudiosos.
- Promover un programa de actividades artísticas, culturales, científicas, profesionales y atléticas que fomenten un mayor enlace con la comunidad internacional.
- Participar en la difusión internacional del conocimiento incentivando y apoyando la exposición y divulgación internacional de las investigaciones y creaciones de los docentes y del estudiantado.

Área clave VIII

Eficiencia y belleza en los espacios naturales y edificados

Asunto crítico

Crear y conservar los ambientes más idóneos para la docencia, la investigación, el servicio y la gestión cultural, elevando ejemplarmente la calidad de vida de la comunidad universitaria mediante prácticas ambientales y de preservación histórica óptimas

Direcciones

- Promover el interés por la preservación y el mejoramiento del ambiente.
- Asegurar la coordinación rigurosa y sostenida entre las políticas de diseño, construcción y conservación de los espacios con el proyecto académico de excelencia y los servicios a que sirve de infraestructura.
- Propiciar el mantenimiento, el cuidado preventivo, la conservación y el mejoramiento de las estructuras e instalaciones físicas y el entorno ambiental mediante un calendario de trabajo detallado, la asignación de los recursos necesarios y la supervisión óptima de las labores.
- Intervenir con prontitud y eficiencia en aquellas estructuras cuyo estado conlleve riesgos a la salud y a la seguridad u obstaculice tareas y objetivos institucionales.
- Conservar y enaltecer el patrimonio histórico edificado de que somos custodios mediante la restauración, rotulación y documentación de los restos del Cuartel Español de Infantería y de Henry BarraKas, con sentido histórico y visión de futuro.
- Asumir liderazgo en la elaboración e implantación de políticas y programas de preservación ecológica, tales como reciclaje, conservación y ahorro energético y reuso de las aguas.



- Dotar de espacios de calidad para el descargue más idóneo de la enseñanza-aprendizaje, la investigación y la creación, la recreación y el deporte, y proveer a los docentes e investigadores de espacios individuales adecuados de oficina.
- Proveer espacios para la exposición de expresiones artísticas de los docentes y estudiantado.
- Desarrollar una mayor cantidad de espacios peatonales que fomenten la interacción de la comunidad universitaria, propendan a una circulación más cómoda y agradable por el campus, y estimulen el pensamiento, el estudio y la reflexión.
- Promover los recorridos por el patrimonio arquitectónico universitario, sus parques y jardines, el Museo de Arte Dr. Pío López Martínez y el Parque de las Verdes Sombras.
- Implantar un plan integral de paisajismo y arborización que dé continuidad al proyecto de hacer de la UPR en Cayey una comunidad verde y dé continuidad a la declaración de los terrenos "Jardín Botánico Agustín Stahl" (8 de diciembre de 1976) y reserva de aves.
- Conservar las obras de artes según establece la Certificación 46 2003-04 del Senado Académico.

Promover el Parque de las Verdes Sombras como un área de recreación pasiva y un centro que propenda al aprecio y a la investigación sobre la flora puertorriqueña.

- Asegurar que las facilidades físicas sean libres de barreras arquitectónicas.
- Asegurar que las instalaciones físicas sean las más adecuadas y garanticen la seguridad de las personas que las utilizan.
- Promover el disfrute y la conservación de los espacios verdes en el *campus*.

Área clave IX

Óptimos servicios administrativos y gerenciales

Asunto crítico

Cultivar en todos los sectores de la comunidad universitaria, especialmente el administrativo y el gerencial, el compromiso con un proyecto académico integral de excelencia.

Direcciones

- Promover el avalúo, la evaluación y la revisión de los procesos y esquemas académicos y administrativos, de modo que la reglamentación, los procedimientos y la organización del trabajo respondan de manera ágil y flexible al proyecto académico que da sentido a nuestra existencia.
- Dotar de mayor autoridad y responsabilidad a los departamentos, redirigiendo los recursos y responsabilidades hacia la base de la institución: los departamentos, los programas y las oficinas.
- Utilizar al máximo la tecnología para facilitar los procesos de administración y reducir la documentación impresa y el archivo físico, sin desatender la memoria histórica que asegura la continuidad y el adelanto.
- Propiciar el continuado readiestramiento de todos los integrantes de la comunidad universitaria, que incluye salud y seguridad ocupacional y la Ley de Ética Gubernamental, entre otros.
- Desarrollar un plan de evaluación de todo el personal y de los servicios.
- Atemperar las funciones administrativas con el perfil de la Universidad del siglo XXI y proveer para el profesionalismo creciente de los cuadros administrativos de carrera, mediante programas de readiestramiento y la actualización de la descripción de las funciones, que conduzcan a la puesta al día del plan de clasificación de la UPR.
- Adecuar la distribución presupuestaria a un plan de trabajo que reconozca las prioridades institucionales, mediante una cultura de evaluación de las operaciones fiscales, sus perfiles de gastos y las tendencias en el uso del presupuesto que garantice que las funciones primarias de la Universidad, sus metas y objetivos cuenten con los recursos adecuados.
- Reconocer el mérito en las ejecutorias universitarias.



Área clave X

Fortalecimiento de la identidad institucional

Asunto crítico

Fortalecer la identidad y el prestigio institucional mediante la divulgación de toda gestión de la institución dirigida a mantener vínculos estrechos con los ex alumnos, los jubilados y con la comunidad.

Direcciones

- Divulgar periódicamente la información institucional que se recoja y facilitarla a la comunidad universitaria.
- Diseñar y ejecutar un plan de recaudación de fondos basado en prioridades institucionales.
- Continuar fomentando la diseminación de los logros universitarios en los medios de comunicación regionales y nacionales del país.
- Continuar los esfuerzos por mantener vínculos estrechos con los ex alumnos.
- Ampliar el programa de cursos de actualización profesional y darlo a conocer a los ex alumnos.
- Actualizar y ampliar la base de datos de los ex alumnos de la UPRC.
- Fomentar la integración de los ex alumnos en las diferentes actividades que ofrece la institución.
- Estimular la participación de toda la comunidad universitaria en el quehacer académico y cultural.
- Fomentar el sentido de alma máter a la comunidad universitaria.

Revisado por el Comité de Planificación y Avalúo de la Facultad
9 de noviembre de 2006

Appendix C. Bylaws of the Administrative Board

UNIVERSIDAD DE PUERTO RICO EN CAYEY
JUNTA ADMINISTRATIVA
CAYEY, PUERTO RICO



**REGLAMENTO INTERNO
DE LA JUNTA ADMINISTRATIVA**

Aprobado el 15 de marzo de 1984
Revisado el 19 de mayo de 2003

EXPOSICIÓN DE MOTIVOS

A fin de dar el debido cumplimiento a lo dispuesto en el Apartado C, del Artículo 8 de la Ley Número 1, del 20 de enero de 1966, "Ley de la Universidad de Puerto Rico" y la Sección 22.4 del Artículo 22, del Reglamento General de la Universidad de Puerto Rico, y de desarrollar las funciones y responsabilidades que le confieren dichos textos legal y reglamentario, en relación con lo dispuesto en los Acuerdos del Consejo de Educación Superior, relacionado con la Autonomía de este Colegio, de fecha 2 de abril de 1982, contenido en la Certificación número 117, Serie 1981-82, se promulga este Reglamento.

CAPÍTULO I: DISPOSICIONES GENERALES

Artículo 1.1:

Este Reglamento se denominará *Reglamento Interno de la Junta Administrativa de la Universidad de Puerto Rico en Cayey*.

Artículo 1.2:

Las disposiciones de este Reglamento se consideran complementarias de lo dispuesto en la Ley de la Universidad de Puerto Rico y en el Reglamento General de la Universidad de Puerto Rico.

Artículo 1.3:

En aquellos asuntos relativos a la Junta Administrativa no contemplados en las disposiciones de este Reglamento se observarán las prácticas y usos universitarios.

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CAPÍTULO II: DE LAS FUNCIONES DE LA JUNTA ADMINISTRATIVA**Artículo 2.1:**

Según lo dispuesto en el Apartado C, del Artículo 8, de la Ley de la Universidad de Puerto Rico, las funciones de la Junta Administrativa serán las siguientes:

- 2.1.1 Asesorar al/a Rector/a en el ejercicio de sus funciones.
- 2.1.2 Elaborar los proyectos y planes de desarrollo de esta Unidad Institucional.
- 2.1.3 Considerar el Proyecto de Presupuesto de esta Unidad Institucional, sometido por el/a Rector/a.
- 2.1.4 Conceder, a propuesta del/a Rector/a, las licencias, los rangos académicos, la permanencia y los ascensos del personal docente y técnico de esta Unidad Institucional, de conformidad con el Reglamento General de la Universidad.
- 2.1.5 Considerar, conforme a la Subsección 24.5.1 del Reglamento General de la Universidad, los programas académicos, así como los proyectos de la División de Educación Continuada y Estudios Profesionales y su impacto fiscal, antes de ser elevados a los organismos superiores.

Artículo 2.2:

Conforme a lo establecido en la Sección 22.5 del Artículo 22, del Reglamento de la Universidad de Puerto Rico, la Junta hará recomendaciones al/a Rector/a y, por su conducto, a los funcionarios u organismos universitarios, sobre aquellos asuntos de la competencia de éstos que le sean referidos, o sobre la materia que la propia Junta juzgue pertinente expresarse.

CAPÍTULO III: DE LOS MIEMBROS**Artículo 3.1:**

De acuerdo con lo dispuesto en el Apartado B, del Artículo 8 de la Ley Universitaria, en relación con la Sección 22.1, del Artículo 22 del Reglamento General de la Universidad y con lo dispuesto en el Acuerdo del Consejo de Educación Superior, de fecha 2 de abril de 1982, contenido en la Certificación número 117 (1981-82), la Junta Administrativa estará integrada por:

- 3.1.1 El/a Rector/a de la Universidad de Puerto Rico en Cayey, quien será su Presidente
- 3.1.2 El/a Decano/a de Asuntos Académicos
- 3.1.3 El/a Decano/a de Asuntos Administrativos
- 3.1.4 El/a Decano/a de Asuntos Estudiantiles
- 3.1.5 El/a Director/a de la Biblioteca
- 3.1.6 Cuatro (4) Directores/as de Departamento, designados por el/a Rector/a, de manera que queden representadas las áreas de Ciencias, Artes, Administración de Empresas y Educación. Los/as Directores/as de Departamento servirán sus términos con carácter rotativo por dos (2) años.
- 3.1.7 Dos (2) representantes del Claustro elegidos por el Senado Académico de entre sus miembros. Aplicando por analogía lo establecido en la Sección 21.9 del Reglamento General, el término de incumbencia de los Claustrales elegidos por el Senado Académico será de tres (3) años; salvo que sean elegidos en forma escalonada, en cuyo caso

continuarían en sus escaños hasta el vencimiento del término por el cual fueron elegidos.

3.1.8 El/a representante estudiantil ante la Junta Administrativa, según se establece en la Parte IV, Artículo 12, de la Versión Revisada del Reglamento General de Estudiantes de la Universidad de Puerto Rico (aprobado mediante la Certificación número 18, 1997-98, de la Junta de Síndicos).

Artículo 3.2:

Podrán ser invitadas a las reuniones otras personas no miembros de la Junta Administrativa para aclarar, aconsejar, o asesorar en asuntos que vayan a ser tratados en las reuniones y para los cuales el invitado tenga la debida competencia e interés en el asunto. Tales invitados permanecerán en la reunión durante el tiempo que se requiera su asesoramiento. Los mismos no participarán en votaciones.

CAPÍTULO IV: DE LOS DERECHOS Y DEBERES DE LOS MIEMBROS

Artículo 4.1:

En atención a las funciones que especifican la Ley y el Reglamento de la Universidad, los miembros de la Junta Administrativa participarán en sus deliberaciones de suerte que ésta, actúe como Cuerpo Consultivo del/a Rector/a y colabore con él en la realización del Programa Universitario.

Artículo 4.2:

Todos los miembros deberán asistir puntual y regularmente a las reuniones de la Junta Administrativa y los comités a que fueron designados, participando

activamente en sus trabajos. En caso de ausencia, deberán hacer saber con suficiente antelación su no comparecencia.

CAPÍTULO V: DE LAS FUNCIONES Y DEBERES DEL/A PRESIDENTE/A

Artículo 5.1:

El/a Presidente/a de la Junta Administrativa tendrá los siguientes deberes y atribuciones:

- 5.1.1 Representar oficialmente a la Junta.
- 5.1.2 Convocar y presidir las reuniones de la Junta.
- 5.1.3 Autorizar comunicados relativos a los asuntos tratados en las reuniones de dicho Cuerpo.
- 5.1.4 Dar el visto bueno a las certificaciones de los acuerdos, las actas y los informes de la Junta.
- 5.1.5 Disponer de las convocatorias y las agendas de las reuniones.
- 5.1.6 Designar aquellos comités especiales que fueren necesarios para el mejor funcionamiento de la Junta, salvo cuando tales designaciones se hagan por acuerdo de la Junta.
- 5.1.7 Someter al Presidente/a de la Universidad y a la Junta Universitaria todos aquellos Acuerdos de la Junta Administrativa que requieran su aprobación.

Artículo 5.2:

Según lo establecido en la Sección 22.2 del Reglamento General de la Universidad, en ausencia del/a Rector/a la Junta será presidida por el miembro que éste designe.

CAPÍTULO VI: DE LAS FUNCIONES Y DEBERES DEL/A SECRETARIO/A EJECUTIVO/A

Artículo 6.1:

El/a Presidente/a de la Junta Administrativa designará un/a Secretario/a Ejecutivo/a que será custodio de los documentos de la Junta y además tendrá las siguientes atribuciones y deberes:

- 6.1.1 Expedirá las convocatorias y circulará las agendas de las reuniones, según hayan sido autorizadas por el/a Presidente/a, con tiempo suficiente para que sean recibidas por lo menos siete (7) días antes de la fecha de la reunión citada.
- 6.1.2 Asistirá a todas las reuniones de la Junta y preparará y certificará las actas de las reuniones y las someterá para la aprobación de la Junta.
- 6.1.3 Certificará los acuerdos que la Junta adopte y los notificará a quien corresponda, así como a los miembros de la Junta y a los funcionarios que el/a Presidente/a determine. Recopilará los acuerdos y mantendrá un archivo de las certificaciones, las cuales se considerarán documentos públicos para los legítimamente interesados en ellas.
- 6.1.4 Notificará por escrito a las personas designadas para formar parte de comités, la encomienda que les haya sido asignada.
- 6.1.5 Redactará el informe anual de la Junta y lo someterá al/a Presidente/a para su aprobación.

Artículo 6.2:

El/a Secretario/a podrá intervenir en las deliberaciones de la Junta respecto a algún asunto en particular y participar en su discusión, pero no tendrá voto.

Artículo 6.3:

El/a Secretario/a llevará a cabo aquellos otros trabajos propios de su función que le sean encomendados por la Junta o el/a Presidente/a.

CAPÍTULO VII: DE LAS ACTAS, CERTIFICACIONES Y AGENDAS**Artículo 7.1: De las Actas**

El/a Secretario/a preparará el acta de cada reunión, la cual será distribuida entre los miembros de la Junta, para darle consideración. Una vez aprobada por la Junta, la certificará con el visto bueno del/a Presidente/a.

Artículo 7.2: De las Certificaciones

Se mantendrá un archivo de las certificaciones correspondientes a cada año fiscal en la Secretaría de la Junta.

Artículo 7.3: De las Agendas

El/a Secretario/a Ejecutivo/a de la Junta recibirá los documentos que hayan de ser sometidos a la Junta Administrativa y preparará una relación de los mismos que será sometida al/a Presidente/a a los efectos de que éste pueda decidir cuáles de éstos habrán de aparecer en la Agenda de la Convocatoria para la siguiente reunión.

CAPÍTULO VIII: DE LAS REUNIONES**Artículo 8.1:**

- 8.1.1 Se celebrarán cuatro (4) reuniones ordinarias por semestre, siempre que los asuntos pendientes así lo requieran y se podrá convocar a otras reuniones extraordinarias cuando sea necesario.
- 8.1.2 En cada reunión se deberá verificar si hay quórum. El quórum lo constituirá la mitad más uno de los miembros de la Junta.

8.1.3 Se considerarán las actas de las reuniones anteriores y se tomará una decisión en cuanto a su aprobación.

8.1.4 Las votaciones serán a viva voz, excepto en los casos en que la propia Junta disponga lo contrario.

8.1.5 Las votaciones requerirán de una mayoría simple, excepto en los casos en que este Reglamento disponga lo contrario.

CAPÍTULO IX: DEL REFERENDO

Artículo 9.1:

Hasta donde sea posible, se evitará el procedimiento de referendo. Este recurso se empleará, previa autorización del/a Presidente/a, para resolver asuntos rutinarios o de extrema urgencia.

Artículo 9.2:

Todos los asuntos sometidos mediante referendo requerirán la aprobación mayoritaria de los miembros de la Junta Administrativa.

CAPÍTULO X: DE LA VIGENCIA Y ENMIENDAS

Artículo 10.1:

Este Reglamento entrará en vigor tan pronto sea aprobado por la Junta Administrativa de la Universidad de Puerto Rico en Cayey.

Artículo 10.2:

Para ser enmendado este Reglamento, se requerirá los votos favorables de dos terceras partes (2/3) de los miembros de la Junta Administrativa.

Las propuestas de enmiendas al Reglamento, deberán circularse e incluirse en Agenda, con no menos de tres (3) días de antelación a la fecha de la reunión en que se considerará este asunto.

Esta versión del Reglamento enmienda el aprobado mediante Acuerdo de la Junta Administrativa, contenido en la Certificación número 49, Serie 1983-84, del 15 de marzo de 1984. La versión enmendada se hará formar parte de la Certificación número 48, Serie 2002-03, del 19 de mayo de 2003.

Sylvia Tubéns Castillo
Secretaria Ejecutiva
Junta Administrativa

Vo. Bo.

Rafael Aragunde
Rector y Presidente
Junta Administrativa

Appendix D. Bylaws of the Academic Senate

UNIVERSIDAD DE PUERTO RICO EN CAYEY
SENADO ACADÉMICO
CAYEY, PUERTO RICO

The seal of the University of Puerto Rico in Cayey is a circular emblem. It features a central shield with a blue upper section containing a golden tower, a red lower section with a white cross, and a green base. The shield is set against a light blue background. The circular border of the seal contains the text "UNIVERSIDAD DE PUERTO RICO EN CAYEY" at the top and "1967" at the bottom.

**REGLAMENTO INTERNO
DEL SENADO ACADÉMICO**

Aprobado el 27 de mayo de 1988
Incluye las enmiendas aprobadas hasta el
20 de septiembre de 2007

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BASE LEGAL Y CONSIDERACIONES PERTINENTES

EL SENADO ACADÉMICO DE LA UNIVERSIDAD DE PUERTO RICO EN CAYEY, EN USO DE LAS ATRIBUCIONES QUE LE CONFIEREN: (1) LA LEY NÚMERO 1 DEL AÑO 1966, EN SU ARTICULO 11, APARTADOS C Y D; (2) EL REGLAMENTO GENERAL DE LA UNIVERSIDAD DE PUERTO RICO, EN SU ARTÍCULO 21.2; (3) LA CERTIFICACIÓN NÚMERO 117 DEL CONSEJO DE EDUCACIÓN SUPERIOR, DEL AÑO 1981-82; (4) LA CERTIFICACIÓN NÚMERO 93 DEL CONSEJO DE EDUCACIÓN SUPERIOR, DEL AÑO 1983-84; (5) LA CERTIFICACIÓN NÚMERO 014, 1997-98, DE LA JUNTA DE SÍNDICOS; (6) Y LA CERTIFICACIÓN 112, 1998-99, DE LA JUNTA DE SÍNDICOS

CONSIDERA:

- A. Que según señala el Artículo 21.5.2 del Reglamento General, “Mediante reglamentación interna, cada senado establecerá la organización y procedimientos necesarios para su funcionamiento, en armonía con la Ley de la Universidad y con este Reglamento”.
- B. Que se hace necesario aprobar un reglamento que defina y articule las funciones, deberes y prerrogativas del Senado Académico.
- C. Que es de vital importancia tener un reglamento que mediante su aplicación genere la integración debida entre el personal docente, estudiantil y administrativo.
- D. Que mediante los mecanismos que establece el reglamento interno, se logrará un máximo rendimiento en la labor del Senado Académico y una mayor participación en las decisiones académicas.

RESUELVE:

Adoptar el siguiente Reglamento Interno para el Senado Académico de la Universidad de Puerto Rico en Cayey como mecanismo interno, regulador de sus procedimientos.

PARTE 1: CONSTITUCIÓN Y FUNCIONES DEL SENADO ACADÉMICO

CAPITULO I: DEFINICIÓN Y COMPOSICIÓN DEL SENADO ACADÉMICO

Artículo 1: El máximo organismo académico de la Universidad de Puerto Rico en Cayey, denominado Junta Académica en la Certificación número 117 del Consejo de Educación Superior, año 1981-82, que establece su composición, obtiene los poderes y funciones de Senado Académico mediante la Certificación 93, año 1983-84. Mediante la Certificación número 014, 1997-98, de la Junta de Síndicos fue denominado Senado Académico y su actual composición fue definida mediante la Certificación número 112, 1998-99, de la Junta de Síndicos. Como todo Senado Académico de la Universidad de Puerto Rico constituye, según el Artículo 11, Sección C, de la Ley Universitaria de 1966, “el foro oficial de la comunidad académica para la discusión de los problemas generales que interesen a la marcha de la Universidad y para los asuntos en que tiene jurisdicción”. Según la Sección 21.1 del Reglamento General, “el senado académico es el foro oficial de la comunidad académica. En él, el claustro participa en los procesos institucionales, cooperando y colaborando estrechamente en el establecimiento de normas académicas dentro del ámbito jurisdiccional establecido por ley”. Igualmente, según la Sección 21.5.3 del Reglamento General, “cada senado académico podrá deliberar y hacer recomendaciones al rector correspondiente sobre cualquier asunto de interés institucional aunque no esté previsto en este Reglamento. El rector remitirá al Presidente las recomendaciones del senado, con las suyas propias. En los casos en que el Presidente juzgue que sea necesaria acción por la Junta de Síndicos, someterá el asunto a ese organismo con sus recomendaciones y las del senado y el rector.”

Artículo 2: Por lo expuesto en el Artículo número 1 de este Reglamento, el Senado Académico estará regido por lo dispuesto en el Artículo 11 de la Ley número 1 de 1966, por el Artículo 21 del Reglamento General de la Universidad y por lo determinado en el presente Reglamento Interno.

Artículo 3: La Certificación 112, 1998-99, de la Junta de Síndicos dispone que el Senado Académico de la Universidad de Puerto Rico en Cayey estará integrado por veintitrés (23) miembros, según la siguiente composición:

3.1 Seis (6) miembros ex-officio:

- Presidente de la Universidad de Puerto Rico
- Rector
- Decano de Asuntos Académicos
- Decano de Administración
- Decano de Estudiantes
- Director de la Biblioteca

3.2 Trece (13) miembros electos:

Un (1) profesor, que no desempeñe tareas gerenciales, por cada uno de los nueve (9) departamentos

Un (1) senador en representación de los Trabajadores Sociales, Psicólogos y Consejeros Profesionales

Un (1) senador en representación de los Bibliotecarios

Dos (2) senadores por acumulación

3.3 Cuatro (4) estudiantes:

Presidente del Consejo de Estudiantes

Representante ante la Junta Universitaria

Representante ante la Junta Administrativa

Un (1) senador por acumulación

Artículo 4: El número de senadores académicos elegidos por el claustro será por lo menos dos (2) veces el número total de senadores académicos ex officio (Sección 21.4.5 del Reglamento General de la Universidad de Puerto Rico).

CAPITULO II: DE LA ELECCIÓN, DURACIÓN DE LOS CARGOS Y VACANTES

Artículo 5: Para los claustrales electos al Senado Académico se seguirán los procedimientos a tenor con el Reglamento General de la Universidad de Puerto Rico, Sección 21.6 y subsiguientes en relación con el procedimiento para la elección; Sección 21.8 y subsiguientes en cuanto a las vacantes; y Sección 21.9 y subsiguientes en cuanto a la duración del término.

5.1 Se elegirán senadores alternos para representar a los senadores claustrales electos cuando éstos tengan que ausentarse a alguna reunión del Senado. Para esta elección se cumplirá con el Artículo 5 de este Reglamento. Los senadores alternos se elegirán simultáneamente con el senador en propiedad.

Los senadores alternos, en sustitución del senador en propiedad, tendrán derecho a voz y voto en las reuniones del Senado.

Artículo 6: La elección, procedimiento, término y vacante de los miembros que actúan en representación estudiantil, se hará conforme a la Sección 21.10 del Reglamento General de la Universidad de Puerto Rico, según enmendado.

CAPITULO III: DE LAS FUNCIONES DEL SENADO ACADÉMICO

Artículo 7: Corresponderán especialmente al Senado, en conformidad con la Ley de la Universidad de Puerto Rico, en su Artículo 11, Apartados C y D y la

Certificación número 93 del Consejo de Educación Superior, del año 1983-84, las siguientes funciones:

- 7.1 Determinar la orientación general de los programas de enseñanza y de investigación en la unidad institucional, coordinando las iniciativas de la facultad y los departamentos correspondientes.
- 7.2 Establecer para su inclusión en el Reglamento General de la Universidad, las normas generales de ingreso, permanencia, promoción de rango y licencias de los miembros del claustro.
- 7.3 Establecer los requisitos generales de admisión, promoción y graduación de los estudiantes.
- 7.4 Entender en las consultas relativas a los nombramientos de los rectores, directores y los decanos que no presidan facultades, conforme con lo dispuesto por la Ley de la Universidad de Puerto Rico.
- 7.5 Elegir sus representantes ante la Junta Universitaria y la Junta Administrativa.
- 7.6 Hacer recomendaciones a la Junta de Síndicos sobre la creación o reorganización de facultades, colegios, escuelas o dependencias.
- 7.7 Hacer recomendaciones a la Junta Universitaria sobre el Proyecto de Reglamento General de la Universidad que ésta proponga.
- 7.8 Someter a la Junta Universitaria, con sus recomendaciones, el Proyecto de Reglamento de los Estudiantes.
- 7.9 Hacer recomendaciones a la Junta de Síndicos para la creación y otorgamiento de distinciones académicas.
- 7.10 Rendir anualmente al claustro un informe de su labor.
- 7.11 Establecer normas generales sobre todos aquellos asuntos de la Institución, no enumerados en este artículo, que impliquen responsabilidades institucionales en común.
 - 7.11.1 Recibir informes periódicos de los Decanos sobre asuntos que impliquen responsabilidades institucionales o de interés común. Estos informes se rendirán a iniciativa del Presidente o a petición de una mayoría de los miembros del Senado Académico.

7.11.2 Proponer la denominación de edificios, salas y estructuras.

PARTE 2: REUNIONES Y VOTACIONES

CAPÍTULO IV: DE LAS REUNIONES Y VOTACIONES

Artículo 8: El Senado Académico se reunirá en sesión ordinaria por lo menos una (1) vez al mes, con excepción de los meses de junio y julio, en el sitio y hora que se designe.

Artículo 9: El Senado Académico se reunirá en sesión extraordinaria a iniciativa del Rector; por acuerdo del Senado Académico; a petición de, por lo menos, una tercera parte de sus miembros electos, incluida la representación estudiantil; o de una tercera parte de los miembros votantes de la facultad. La reunión debe celebrarse conforme a lo estipulado en la Sección 21.11.1 del Reglamento General de la Universidad.

Artículo 10: Las convocatorias para las reuniones del Senado Académico se expedirán por el Rector o por su representante, por mediación de la Secretaría del Senado Académico y se circularán por lo menos cinco (5) días hábiles antes de la fecha de la reunión.

Artículo 11: Las reuniones de Senado Académico serán públicas para los miembros de la comunidad universitaria, excepto en las situaciones contempladas por la Sección 21.11.3, según enmendada, del Reglamento General de la Universidad.

Artículo 12: Las votaciones serán secretas en los casos dispuestos por este Reglamento o cuando la mayoría de los miembros presentes del Senado Académico así lo decidieren. De lo contrario, las votaciones serán a viva voz.

Artículo 13: Las decisiones del Senado Académico se aprobarán por mayoría simple de sus miembros presentes, siempre y cuando se conserve el quórum, salvo cuando el Senado Académico o este Reglamento disponga otra cosa.

CAPITULO V: DE LA AGENDA

Artículo 14: La agenda y la documentación pertinente para las reuniones del Senado Académico serán preparadas por la Comisión de Agenda, creada en el Artículo 52 de este Reglamento. Se expedirán por el Rector por mediación del Secretario del Senado Académico y se deberán circular, junto a la convocatoria por lo menos cinco (5) días hábiles antes de la fecha de la reunión.

Artículo 15: Cualquier miembro del Senado Académico que lo interese podrá traer un asunto a la atención del Senado Académico por medio de la Comisión de Agenda, o lo podrá plantear directamente durante el transcurso de la reunión en el tema de Asuntos Nuevos.

Artículo 16: En una reunión ordinaria dada, el orden de la agenda podrá ser alterado, así como también se podrá introducir un asunto no incluido, previa moción al efecto, si ésta recibe la aprobación de las dos terceras partes de los miembros presentes.

Artículo 17: Las agendas de las reuniones ordinarias del Senado Académico seguirán el orden siguiente:

17.1 Verificación del quórum

17.2 Informe del Rector

17.3 Consideración de las actas de las reuniones anteriores

17.4 Informe de los representantes del Senado Académico ante otros organismos

17.5 Informe de las comisiones

17.6 Asuntos Pendientes

17.7 Asuntos Nuevos

Artículo 18: Las convocatorias a las reuniones extraordinarias deberán incluir las agendas de las mismas. El Senado Académico no podrá, bajo ninguna circunstancia, considerar tema alguno que no estuviere incluido en la agenda que acompañó a la citación para las reuniones extraordinarias.

CAPITULO VI: DEL QUÓRUM

Artículo 19: Según el Reglamento General en su Sección 21.11.2, “el quórum en las reuniones de cada senado lo constituirá más de la mitad de todos los senadores. Será requisito adicional para establecer el quórum que más de la mitad del mismo lo compongan senadores académicos elegidos.”

CAPITULO VII: DEL REFERENDO

Artículo 20: Hasta donde sea posible, se evitará el procedimiento de referendo. Este recurso se empleará, previa autorización del Presidente del Senado Académico, para resolver asuntos rutinarios o de extrema urgencia y que no sean de carácter controvertible.

Artículo 21: Todos los asuntos sometidos mediante referendo requerirán la aprobación de dos terceras partes de los miembros del Senado Académico.

Artículo 22: Los resultados de los referendos, serán informados por el Rector al Senado Académico en la próxima reunión.

PARTE 3: DEBERES DE MIEMBROS Y OFICIALES

CAPITULO VIII: DE LAS FUNCIONES DEL PRESIDENTE

Artículo 23: El Rector de la Universidad de Puerto Rico en Cayey será el Presidente del Senado Académico y, como tal, tendrá los siguientes deberes y atribuciones:

- 23.1 Convocar y presidir las reuniones del Senado Académico. En ausencia del Rector, o cuando éste lo estime necesario, lo sustituirá el Decano de Asuntos Académicos. De no estar disponible el Decano de Asuntos Académicos, el Rector determinará quien lo sustituirá.
- 23.2 Diligenciar en coordinación con la Secretaría del Senado Académico y en consonancia con lo descrito en los Artículos 10 y 14 las agendas de las reuniones.
- 23.3 Designar los miembros de los comités ad-hoc, salvo cuando este Reglamento o el Senado Académico disponga otra cosa.
- 23.4 Endosar las actas de las reuniones, los acuerdos y las comunicaciones del Senado Académico.
- 23.5 Autorizar comunicados relativos a los asuntos tratados en las reuniones del cuerpo.
- 23.6 Representar al Senado Académico en los actos oficiales en que corresponda.

- 23.7 Informar por escrito al Senado Académico el curso seguido o acción tomada respecto a los acuerdos de este Cuerpo.
- 23.8 Hacer cumplir en el Colegio las certificaciones emitidas por el Senado Académico en el ejercicio de su jurisdicción establecida por la Ley y el Reglamento de la Universidad. Exponer y defender ante organismos y funcionarios superiores aquellas decisiones del Senado Académico que requieran aprobación o ratificación. Podrá acompañar estas últimas con sus recomendaciones.
- 23.9 Rendir un informe por escrito sobre la marcha de la Institución en las reuniones del Senado.

CAPITULO IX: DE LAS FUNCIONES DEL SECRETARIO

Artículo 24: El Secretario del Senado Académico tendrá los siguientes deberes y atribuciones:

- 24.1 Verificar el quórum de las reuniones.
- 24.2 Preparar las actas, certificaciones y resoluciones del Senado Académico.
- 24.3 Hacer llegar, por lo menos con cinco (5) días hábiles de anterioridad, a los miembros del Senado Académico el acta de la reunión pasada, la convocatoria de la próxima, los informes de las comisiones y cualquier documento a ser considerado, salvo cuando medien circunstancias que no lo permitan.
- 24.4 Preparar y mantener al día un registro de los acuerdos del Senado Académico y la acción tomada sobre ellos.
- 24.5 Suplir en un tiempo razonable a los miembros de la comunidad universitaria, a petición de éstos y por conducto de los miembros del Senado Académico, cualquier información oficial contenida en los documentos bajo su custodia.
- 24.6 Enviar mensualmente a los diversos departamentos las certificaciones y cualquier otro documento que el Senado Académico estime pertinente.
- 24.7 Procesar los documentos sometidos al Senado Académico de acuerdo con el procedimiento establecido para radicación, procesamiento y disposición final de tales documentos.

CAPITULO X: DE LOS MIEMBROS DOCENTES ELECTOS

Artículo 25: Los miembros docentes del Senado Académico, electos por los diversos departamentos, representan los departamentos de su procedencia y el cuerpo de claustales en general. Los electos por acumulación representan al claustro en general.

Artículo 26: Los miembros docentes electos por los departamentos tienen el deber de auscultar el parecer de sus representados y rendirles un informe escrito de las actividades y determinaciones del Senado Académico en cada reunión departamental, o cuando sea necesario, pero nunca menos de dos (2) veces al semestre. Los electos por acumulación tienen el deber de auscultar el parecer de la facultad como cuerpo, especialmente en sus reuniones periódicas, pero cuando sea de mucha importancia, a través de vistas públicas. Además deberán rendir un informe escrito de las actividades y determinaciones del Senado Académico que la afecten como cuerpo, en cada una de las reuniones de facultad.

Artículo 27: Los miembros del Senado Académico deberán asistir con puntualidad a las reuniones.

Artículo 28: Los miembros que por fuerza mayor no puedan asistir a las reuniones del Senado Académico deben excusarse ante el Secretario. De lo contrario, serán considerados ausentes. El senador electo deberá poner al tanto al senador alterno de los asuntos que habrán de discutirse en la reunión en que le sustituirá y le proveerá los documentos distribuidos por la Secretaría para esa reunión.

Artículo 29: La ausencia a dos (2) reuniones en un año académico sin justificación dará lugar a que el Secretario comunique tal situación a los claustales del departamento afectado, o al cuerpo de la facultad cuando se trate de los electos por acumulación, para que tomen la decisión que estimen pertinente.

CAPITULO XI: DEBERES Y RESPONSABILIDADES DE LA REPRESENTACIÓN ESTUDIANTIL AL SENADO ACADÉMICO

Artículo 30: Los representantes estudiantiles al Senado Académico representan al estudiantado en general y sus intereses.

Artículo 31: Los representantes estudiantiles al Senado Académico tienen el deber de auscultar el parecer de sus representados y rendirles un informe escrito, por lo menos una vez al semestre, sobre las determinaciones del Senado Académico. Dicho informe será publicado en la Cartelera, o por cualquier otro medio que asegure su amplia divulgación.

Artículo 32: La representación estudiantil al Senado Académico deberá asistir con puntualidad a las reuniones.

Artículo 33: La representación estudiantil al Senado Académico que por fuerza mayor no pueda asistir a las reuniones debe excusarse ante el Secretario. De lo contrario, se considerará ausente.

Artículo 34: La ausencia a dos (2) reuniones en un año académico sin justificación dará lugar a que el Secretario comunique tal situación al Consejo de Estudiantes para que tome la decisión que estime pertinente.

CAPITULO XII: DE LOS REPRESENTANTES A LA JUNTA UNIVERSITARIA Y A LA JUNTA ADMINISTRATIVA

Artículo 35: Los senadores docentes electos elegirán por votación un (1) representante en propiedad y un (1) representante alterno a la Junta Universitaria y dos (2) representantes ante la Junta Administrativa de entre sus miembros docentes electos.

Artículo 36: El término de los representantes a la Junta Universitaria y a la Junta Administrativa será por la duración de sus gestiones como representantes al Senado Académico. Los senadores salientes continuarán en sus funciones hasta que sus sucesores tomen posesión de sus cargos, pero nunca más tarde de la primera reunión que el Senado Académico celebre en el año académico correspondiente.

Artículo 37: De producirse vacantes en cualesquiera de las representaciones a la Junta Universitaria y a la Administrativa, en la primera reunión ordinaria siguiente a la fecha de la declaración de vacante, el Senado Académico elegirá un (1) nuevo representante que servirá por el tiempo que todavía le reste como miembro del Senado Académico.

Artículo 38: En caso de que la opinión personal del representante no coincida con las determinaciones del Senado Académico, podrá hacerlo constar.

Artículo 39: De haber habido reuniones en la Junta Universitaria o en la Junta Administrativa, los representantes informarán por escrito en la próxima reunión del Senado Académico acerca de los trabajos y gestiones de aquellas.

PARTE 4: COMISIONES

CAPITULO XIII: DE LA COMPOSICIÓN Y FUNCIONES DE LAS COMISIONES PERMANENTES

Artículo 40: El Senado Académico tendrá las siguientes Comisiones Permanentes, las cuales estarán integradas por sus miembros:

- 40.1 Comisión de Asuntos Académicos
- 40.2 Comisión de Asuntos Claustrales
- 40.3 Comisión de Recursos del Aprendizaje
- 40.4 Comisión de Asuntos Estudiantiles
- 40.5 Comisión de Ley y Reglamento
- 40.6 Comisión de Agenda

Artículo 41: Exclusivamente para la integración de las diversas comisiones que se describen en el Artículo 40 de este Reglamento, los miembros electos se dividirán en tres áreas: **Ciencias** (Matemática-Física, Biología y Química); **Artes** (Humanidades, Inglés, Estudios Hispánicos y Ciencias Sociales); **Escuelas Profesionales** (Administración de Empresas, Pedagogía, Biblioteca, Trabajadores Sociales, Psicólogos y Consejeros).

Será mandatorio que todos los senadores participen activamente por lo menos en una comisión permanente del Senado o en algún comité ad hoc durante el año académico.

Artículo 42: La Comisión de Asuntos Académicos estará compuesta por tres (3) personas seleccionadas por el Senado Académico de entre su matrícula, representativas de cada una de las áreas de Ciencias, Artes y Escuelas Profesionales; un (1) miembro de la representación estudiantil ante el Senado Académico, electo por ésta, y el Decano de Asuntos Académicos como miembro ex officio y Presidente de la Comisión.

Artículo 43: Será función de la Comisión de Asuntos Académicos proponer al Senado Académico:

- 43.1 La orientación general de los programas de investigación y enseñanza vigentes, luego de haber preparado, divulgado y coordinado

procedimientos de avalúo en los mencionados programas. La Comisión coordinará todos los trabajos de avalúo programático que se definen en el Plan de Avalúo Institucional que esté vigente.

- 43.2 Los nuevos programas de investigación y enseñanza que sean sometidos a su consideración por la facultad, luego de su correspondiente evaluación y análisis.
- 43.3 Los requisitos académicos y de admisión, retención y graduación de estudiantes de los programas de estudios propuestos por la facultad así como los resultados del avalúo que justifican esos requisitos.
- 43.4 La evaluación y aprobación de prontuarios que recibe del Comité de Currículo de la Facultad cuando éste delega en el Senado su responsabilidad por razones justificadas.¹
- 43.5 Cualquier asunto que tenga que ver con el mejoramiento del proceso enseñanza-aprendizaje y que esté sustentado por resultados de avalúo del aprendizaje de los estudiantes.

Artículo 44: La Comisión de Asuntos Claustrales estará compuesta por tres (3) personas seleccionadas por el Senado Académico de entre su matrícula, representativas de cada una de las áreas de Ciencias, Artes y Escuelas Profesionales, y de un (1) miembro de la representación estudiantil ante el Senado Académico, electo por ésta, y el Decano de Asuntos Académicos o su delegado. Uno de los miembros la presidirá.

Artículo 45: Será función de la Comisión de Asuntos Claustrales proponer al Senado Académico:

- 45.1 Las funciones, responsabilidades y derechos del personal docente.
- 45.2 Propuestas para otorgamientos de grados honoríficos y reconocimientos académicos y para la denominación de edificios, salas y estructuras.
- 45.3 Política para ascenso en rango, permanencias, licencias, etc.
- 45.4 Cualquier otro asunto de interés institucional.

Artículo 46: La Comisión de Recursos del Aprendizaje estará compuesta por un (1) miembro seleccionado por el Senado Académico de entre su matrícula, un (1) miembro de la representación estudiantil al Senado Académico, electo por ésta, el

¹ Ver Reglamento Interno de la Facultad, Artículo 8.4.2

Decano de Asuntos Académicos o su delegado, el Director de la Biblioteca y el representante de la Biblioteca al Senado Académico, quien la presidirá.

Artículo 47: Será función de la Comisión de Recursos del Aprendizaje proponer al Senado Académico:

- 47.1 El Reglamento de la Biblioteca o cualquier otro reglamento que en el futuro se cree para la Oficina de Tecnologías para la Docencia y el Taller de Televisión Educativa.
- 47.2 Las recomendaciones sobre el establecimiento o modificación de políticas relativas a la Biblioteca, la Oficina de Tecnologías para la Docencia y el Taller de Televisión Educativa, atendiendo a las recomendaciones de la facultad.
- 47.3 Las recomendaciones para propiciar el cumplimiento de los objetivos de la Biblioteca, la Oficina de Tecnologías para la Docencia y el Taller de Televisión Educativa.
- 47.4 Planteamientos que afecten el servicio de la Biblioteca, la Oficina de Tecnologías para la Docencia y el Taller de Televisión Educativa.

Artículo 48: La Comisión de Asuntos Estudiantiles estará compuesta por (2) personas seleccionadas por el Senado Académico de entre su matrícula docente, dos (2) estudiantes de la representación estudiantil ante el Senado Académico, seleccionados por ésta, el Decano de Asuntos Académicos o su delegado y el Decano de Asuntos Estudiantiles como miembro ex officio. Presidirá la Comisión uno de los representantes estudiantiles electos al Senado Académico.

Artículo 49: Será función de la Comisión de Asuntos Estudiantiles proponer al Senado Académico:

- 49.1 El Reglamento General de Estudiantes de la Universidad de Puerto Rico y el Reglamento de Estudiantes de la Universidad de Puerto Rico en Cayey.
- 49.2 Cualquier plan, programa o proyecto relativo al desarrollo de la vida estudiantil.

Artículo 50: La Comisión de Ley y Reglamento estará compuesta por una (1) persona seleccionada por el Senado Académico de entre su matrícula electa, el representante del Senado Académico a la Junta Universitaria, el representante estudiantil a la Junta Universitaria, los Decanos y el Rector quien la presidirá. El Rector podrá delegar la presidencia en cualquier otro miembro de la Comisión.

Artículo 51: Será función de la Comisión de Ley y Reglamento proponer al Senado Académico mecanismos para implantar, revisar y actualizar cualquier ley o reglamento de aplicabilidad en la Universidad de Puerto Rico en Cayey que requiera la aprobación del Senado Académico.

Artículo 52: La Comisión de Agenda estará compuesta por una (1) persona seleccionada por el Senado Académico de entre sus miembros docentes, un (1) miembro de la representación estudiantil ante el Senado Académico, seleccionado por ésta, el Rector, quien la presidirá, y el Secretario como miembro ex officio.

Artículo 53: Será función de la Comisión de Agenda:

53.1 Preparar las agendas de las reuniones ordinarias del Senado, luego de analizar el conjunto de asuntos pendientes y los asuntos nuevos traídos a la consideración del cuerpo. En la preparación de las agendas se tomarán en cuenta las prioridades establecidas en el Plan de Trabajo anual del Senado. En su evaluación de los asuntos pendientes o asuntos nuevos la Comisión podrá enviar asuntos directamente a las Comisiones que le correspondan, informándolo así al pleno del Senado en su próxima reunión ordinaria. El pleno del Senado se reserva el derecho de enviar también a Comisiones los asuntos que entienda pertinentes o de reclamar que algunos asuntos se saquen de las agendas de las Comisiones para ser discutidos por el pleno.

53.2 Editar toda certificación o resolución aprobada por el Senado Académico.

Artículo 54: Las Comisiones Permanentes del Senado Académico podrán reunirse las veces que estimen pertinente, previa citación de sus presidentes, y podrán presentar al Senado Académico, por encomienda de éste o por derecho propio, lo que cada Comisión entienda dentro de sus funciones para ser considerado en reuniones del Senado Académico.

Las Comisiones Permanentes informarán en cada reunión ordinaria el status de sus trabajos y los asuntos pendientes o prioritarios en sus agendas.

Artículo 55: Las sugerencias, opiniones, recomendaciones o los estudios de las Comisiones Permanentes serán documentos de trabajo para ser analizados, discutidos y tramitados de acuerdo con el curso que el Senado Académico considere prudente.

Artículo 56: El Rector de la Universidad de Puerto Rico en Cayey será miembro ex officio de todas las Comisiones Permanentes del Senado Académico.

Artículo 57: Las Comisiones Permanentes del Senado Académico serán constituidas en la primera reunión del cuerpo de cada año académico.

CAPITULO XIV: DEL TIEMPO LÍMITE PARA RENDIR INFORMES

Artículo 58: Los informes de las Comisiones Permanentes deben ser rendidos de forma escrita y firmados por sus miembros. Circularán con la agenda cuando ésta sea repartida. La presentación verbal, cuando así se requiera, se hará por el Presidente de la Comisión correspondiente o por quien éste designe.

Artículo 59: El tiempo que tendrá un miembro del Senado Académico o una Comisión Permanente para rendir el informe estará determinado en cada caso por el Senado. El tiempo máximo será de seis (6) meses a partir del día en que se le asigne el informe por el Senado Académico. Se podrá solicitar al Senado Académico prórroga de tiempo, previa justificación para entregar o rendir el informe respectivo.

PARTE 5: DECISIONES

CAPITULO XV: DE LAS DECISIONES Y RECONSIDERACIONES

Artículo 60: Las decisiones del Senado Académico, previa consideración por la Comisión de Agenda, serán certificadas por la Secretaría. Aquellas que así lo requieran, y con el visto bueno del Rector, se enviarán al organismo o funcionario competente para su conocimiento o implantación.

Artículo 61: Todo aquel que considere que la Institución ha sido afectada adversamente por una determinación del Senado Académico podrá solicitar de éste, por escrito, la reconsideración de la misma. El procedimiento de reconsideración no será un requisito para la apelación ante un organismo superior.

La solicitud de reconsideración deberá indicar la decisión de referencia, contener una breve relación de los hechos o principios envueltos, exponer los fundamentos en que se apoya la solicitud de reconsideración e indicar el cambio o remedio solicitado. Toda solicitud de reconsideración deberá ser enviada al Presidente del Senado Académico.

El planteamiento de casos individuales se regirá por lo dispuesto en la reglamentación vigente aplicable.

Artículo 62: El Presidente del Senado Académico someterá la petición de reconsideración a la Comisión de Agenda dentro de los diez (10) días de haberla recibido.

Artículo 63: La Comisión de Agenda incluirá el asunto en la agenda de una reunión ordinaria o extraordinaria no más tarde de sesenta (60) días naturales después de haberla recibido del Presidente del Senado Académico.

CAPITULO XVI: DE LAS DECISIONES Y DOCUMENTOS APROBADOS POR EL SENADO ACADÉMICO

Artículo 64: Las decisiones que tome el Senado Académico se clasificarán en certificaciones, resoluciones y acuerdos.

Artículo 65: Las certificaciones serán utilizadas como documentos de la Universidad de Puerto Rico en Cayey y regularán las normas internas para la marcha de la Institución a las cuales se refiere.

Artículo 66: Las resoluciones serán utilizadas para expresar el sentir del Senado Académico ante organismos, agencias o personas.

Artículo 67: Los acuerdos serán medidas no incluidas en las categorías anteriores y, básicamente, se utilizarán para determinar el consenso del Senado Académico para su funcionamiento interno.

CAPÍTULO XVII: DEL PLAN DE TRABAJO ANUAL

Artículo 68: Durante la primera semana de cada año académico, la Secretaría enviará a cada senador una lista de todos los asuntos pendientes ante el Senado en pleno y ante las Comisiones Permanentes y los Comités (si alguno) del Senado (según el Artículo 72). Cada senador consultará a sus representados (al personal docente de su departamento o del claustro o a los estudiantes) sobre estos y otros asuntos de importancia para establecer prioridades entre los mismos.

Artículo 69: En la primera reunión de cada una de las Comisiones Permanentes, luego de ser constituidas en la primera reunión ordinaria del Senado, se establecerá y aprobará un Plan de Trabajo de la Comisión para el año académico, con el propósito de atender los asuntos prioritarios (pendientes y/o nuevos). Cada Comisión Permanente presentará su Plan de Trabajo para la aprobación del Senado en la segunda reunión ordinaria de cada año académico.

Artículo 70: En la tercera reunión ordinaria del Senado de cada año académico, la Comisión de Agenda presentará un Plan de Trabajo del cuerpo para su consideración, revisión y aprobación. El propósito de este plan es atender los asuntos prioritarios (pendientes y/o nuevos) que requieran su atención y establecer un calendario tentativo para tomar las acciones y/o decisiones pertinentes. El Senado encomendará los estudios y/o actividades necesarias para facilitar la

consideración de estos asuntos y remitirá algunos de estos a las comisiones correspondientes para su consideración, acción y/o recomendaciones. Los Planes de Trabajo del Senado en pleno y de sus Comisiones Permanentes se coordinarán de forma que permita atender los asuntos prioritarios.

Artículo 71: La Comisión de Agenda elaborará las agendas para las reuniones del Senado tomando como base el Plan de Trabajo Anual (según el Artículo 53.1).

Artículo 72: En la última reunión ordinaria de cada año académico, el Senado programará la consideración de asuntos todavía pendientes y evaluará los logros obtenidos. Al constituir las Comisiones Permanentes, el Senado tomará en consideración el avalúo del Plan de Trabajo del año anterior.

PARTE 6: SOBRE EL REGLAMENTO

CAPITULO XVIII: DISPOSICIONES GENERALES

Artículo 73: Las disposiciones de este Reglamento se considerarán subordinadas a lo dispuesto en la Ley de la Universidad de Puerto Rico, según enmendada, y en el Reglamento General de la Universidad.

Artículo 74: Las disposiciones de este Reglamento son separables entre sí y la nulidad de una o más secciones no afectará las otras que puedan ser aplicadas independientemente de las declaradas nulas.

Artículo 75: Este Reglamento podrá ser enmendado total o parcialmente por las dos terceras partes de los miembros del Senado Académico en la segunda reunión ordinaria de cada año lectivo. Salvo casos especiales, se podrá modificar en cualquier momento con las tres cuartas partes de los miembros.

APÉNDICE

LISTA DE CERTIFICACIONES RELACIONADAS CON EL REGLAMENTO

- 16 (2007-08) Se enmendó el Artículo 44 a los efectos de que la Comisión de Asuntos Claustrales sea presidida por uno de sus miembros.
- 28 (2003-04) Se enmendó la Sección 43.4, que tiene que ver con las funciones de la Comisión de Asuntos Académicos. Esta determinación deja sin efecto la Certificación número 53 (2000-01). Se remitió a la consideración del Claustro la enmienda propuesta al Reglamento Interno de la Facultad.
- 12 (2003-04) Se autorizó a la Secretaria Ejecutiva a actualizar el Reglamento Interno a tono con la reciente reenumeración de los artículos y secciones del Reglamento General de la Universidad de Puerto Rico y su redacción, así como para cambiar “Colegio Universitario de Cayey” por “Universidad de Puerto Rico en Cayey”, según corresponda. Asimismo, en el artículo 47 se debe actualizar el nombre del Centro de Tecnología Educativa y Comunicación.
- 25 (2002-03) Se enmendó el Artículo 43, sobre las funciones de la Comisión de Asuntos Académicos, y el Artículo 53, sobre las funciones de la Comisión de Agenda.
- 22 (2002-03) Se creó el Artículo 5.1, relacionado con la elección de los senadores alternos y se añadió un párrafo al Artículo 28, relacionado con este tema.
- 87 (2000-01) Se enmendó la primera oración del Artículo 70, relacionado con la preparación del plan de trabajo del Senado. Esta determinación constituye una enmienda a la Certificación número 104 (1999-00) del Senado Académico.
- 53 (2000-01) Se aprobó la definición de “erogación de fondos significativa” y se acordó que esta certificación será un addendum del Reglamento Interno del Senado Académico.
- 105 (1999-00) Se añadió un segundo párrafo al Artículo 41, relacionado con la participación activa de los senadores en las comisiones permanentes o en los comités ad hoc.
- 104 (1999-00) Se aprobó con enmiendas una propuesta relacionada con la elaboración de un Plan de Trabajo del Senado al inicio de cada año académico. Se añadió el Capítulo XVII con cinco artículos nuevos. Se reenumeró el último capítulo como el Capítulo XVIII y los Artículos 68 a 70 como los Artículos 73 a 75.

- 14 (1999-00) Se aprobó con enmiendas una versión revisada del Reglamento Interno del Senado Académico.
- 43 (1998-99) Se solicitó que el Informe del Rector se presente por escrito a los miembros del Senado Académico.
- 10 (1996-97) Se enmendó el Artículo 37 para añadir que los senadores salientes continuarán en sus funciones hasta que sus sucesores tomen posesión de sus cargos, pero nunca más tarde de la primera reunión que la Junta Académica celebre en el año académico correspondiente.
- 80 (1995-96) Se acordó que las Comisiones Permanentes informen en cada reunión ordinaria el status de sus trabajos y los asuntos pendientes o prioritarios en su agenda.
- 65 (1995-96) Se enmendaron los Artículos 46, 47 y 49, para renombrar a los presidentes de las Comisiones Permanentes de Asuntos Claustrales, Recursos del Aprendizaje y Asuntos Estudiantiles.
- 59 (1995-96) Se enmendó el Artículo 36 para especificar que solamente los senadores (facultad) electos podrán votar en la elección de sus pares a las Juntas Administrativa y Universitaria.
- 21 (1991-92) Se enmendó el Artículo 36, para añadir la elección de un representante alterno a la Junta Universitaria.
- 23 (1987-88) Se aprobó el Reglamento Interno de la Junta Académica.

Appendix E. Organizational Structure

Appendix F. Action Plan for Governance and Leadership



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

STANDARD 4 – LEADERSHIP AND GOVERNANCE

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

A. Foster an Enhanced Institutional Climate and Identity

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

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|--|-----------------------------|---------------------------|--|
| 1. Effective use of electronic means for the timely dissemination of information regarding institutional achievements and challenges, budget and actions under consideration, among others. | Implement effective mechanisms to ensure that all new community members (students, faculty, and staff) are assigned an activated email account and receive proper orientation on institutional policies regarding the use of the accounts as the official mechanism for disseminating information. | Information Systems Office | Initiated 2009 Ongoing | Automated assignment of email accounts. Increased use of the systemic email account for information exchange. Timely communication of institutional affairs. Greater transparency regarding institutional decision making. High levels of awareness regarding institutional affairs. |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---------|--|-----------------------------------|--------------------------|---|
| | <p>Establish a practice and policy that all institutional communications are to be shared through the university's official email.</p> | <p>Information Systems Office</p> | <p>Initiated in 2009</p> | <p>All communications (administrative, academic, and others) to the university community sent out through the official website of the UPR (@UPR.EDU). High levels of awareness regarding institutional affairs.</p> |
| | | <p>Administrative Board</p> | <p>October 2010</p> | <p>Policy Developed</p> |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|--|--|---------------------------|--|
| | <p>Present the new institutional website:</p> <ol style="list-style-type: none"> 1. Official institutional content, as approved by the administration, designed for potential candidates (students, faculty, and staff), stakeholders and the community readily available among the primary landing sites. 2. Content with unofficial information (e.g., discussion forums, representative groups, etc.) within landing sites designed for those purposes. | <p>Emerging Technology Unit (Information Systems Office)</p> | <p>September 26, 2010</p> | <p>Institutional profile, academic offerings, and official information readily available. Timely notification of institutional achievements, challenges, budget and other institutional matters Additional spaces for discussing ideas freely (forum) within the expected standards of mutual respect.</p> |
| <p>2. Effective use of electronic means to gather input from the majority of the campus community in decision making processes.</p> | <p>Implementation of electronic means for gathering input on behalf of all constituents for decision making:</p> | | | <p>Input from at least 60% of constituents voting on institutional issues when needed. Additional perspectives, on</p> |



**UNIVERSITY OF PUERTO RICO AT CAYEY
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| | | | | |
|--|-------------------------------|---|----------------|--|
| | 1. Surveys | Assessment & Institutional Research Office | Initiated 2007 | behalf of the campus community, when making decisions. |
| | 2. Electronic voting systems. | Emerging Technology Unit (Information Systems Office) | December 2010 | Timely decision making that is more responsive to the campus community's opinions. |

B. CULTIVATE AN OPEN UNIVERSITY CULTURE

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

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|---|-----------------------------|----------------|---|
| 1. Development of a local policy to assure that the UPR-Cayey is an "open university", where educational offerings and operations are not interrupted and where the university, as a whole, makes effective use of the spaces granted for discussing institutional issues and seeking collaborative solutions. | Evaluation of aspects to be established in a policy for an Open University Culture, by means of: 1. Analysis of existing by-laws. 2. Gathering community input. | Administrative Board | September 2010 | Identification of existing bylaws and their contents. Determination of revisions to be made. |
| | | Academic Senate | November 2010 | Report to the Administrative Board on community recommendations for the |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---------|--|---|---|--|
| | | | | revision or definition of the UPR-Cayey Open University Culture policy. |
| | Review of the roles and responsibilities of the UPR-Cayey <i>Security Coordination Board</i> , in light of their actions during past university stoppages and of the UPR-Cayey Open University Culture policy to be developed. | Academic Senate's Committee on Laws and Regulations | Initiated: August 2010 Report submission: September 2010 | Report on the roles and responsibilities taken on by the Security Coordination Board in university stoppages. Recommendations to the Administrative Board on the roles and responsibilities to be taken on by the Security Coordination Board at UPR-Cayey. |
| | Revision of the regulations on the roles and responsibilities of the Security Coordination Board. | Administrative Board | October 2010 | Definition of the roles, responsibility, and authority of the Security Coordination Board. Revised Security Coordination Board that safeguards the rights and responsibilities of all community members with the continuity of institutional operations. |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---------|---|-----------------------------|---------------|---|
| | Approval and dissemination of the <i>UPR-Cayey Open University Culture Policy</i> . | Administrative Board | November 2010 | Clearly defined regulations for safeguarding the rights and responsibilities of all community members with the continuity of institutional operations. Clearly defined roles, responsibilities of the UPR-Cayey Security Coordination Board. Awareness of the campus community regarding the policy Evidence of an Open University Culture at the UPR-Cayey. |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

C. REVISIT AND EMPOWER LEADERSHIP AND GOVERNANCE AT ALL LEVELS

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

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|--|---|--|---|
| 1. Empower and commit institutional leadership and deliberative bodies to support the accomplishment of the institution's mission in a manner appropriate to their charge. | Preliminary assessment of institutional bylaws in light of the current General Regulations of the University of Puerto Rico. Revision of institutional regulations and bylaws in light of current systemic regulations. | Chancellor Academic Senate Administrative Board | Completed: August 2010 October 2010 October 2010 | General findings: Incongruences between local and systemic regulations. Lack of clearly defined roles, responsibilities, roles and authority of each body. Redundancy in roles, responsibilities and authorities among the deliberative bodies (Administrative Board and Academic Senate) the Faculty (as established in the faculty regulations. Revised regulations and bylaws. Clearly defined roles and responsibilities in recognition of the |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---------|---|---|--|--|
| | <p>Definition of processes and measures to assess the effectiveness of deliberative and constituent representative bodies, including direct (compliance and progress in meeting objectives, roles, and responsibilities) and indirect (community surveys) measures.</p> | <p>Faculty</p> <p>Administrative Board Academic Senate Faculty Assessment and Institutional Research Office</p> | <p>October 2010</p> <p>December 2010</p> | <p>Chancellor and the Administrative Board as the maximum academic and administrative authorities in accordance with the General Regulations of the University of Puerto Rico.</p> <p>Assessment process in place.</p> |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|---|---|--|---|
| | Coordination of orientations and continuous updates on: 1. The mission, organization, and academic environment of the institution to new and existing members of the deliberative bodies. 2. The roles, responsibilities, and respective authorities of the bodies. | Executive Secretary of the Administrative Board and Academic Senate | Ongoing upon protocol approval EVERY SEPTEMBER | Continuous updates on the mission, organization, and academic environment of the institution to new and existing members of the deliberative bodies. Awareness of incoming members on the roles, responsibilities and authority they take on as part of the deliberative bodies. |
| 2. Effective transitions among executive positions and representatives to the deliberative bodies. | Definition of protocols for carrying out transitions in deliberative bodies and executive positions. Oversight of transitions among executive positions. | Administrative Board Academic Senate Chancellor | October 2010 Ongoing as needed | Protocols for the development of transitional plans approved. Effective transitions among executive positions. |

Appendix G. Guidelines for Academic Content, Rigor, and Continuity

UNIVERSIDAD DE P.R. EN CAYEY
DECANATO DE ASUNTOS ACADÉMICOS
CAYEY, P.R.

Minuta Junta de Directores
Reunión del 3 de mayo de 2010

Durante la tarde del lunes 3 de mayo se reunió la Junta de Directores de Departamentos Académicos para aclarar asuntos relacionados con la última decisión de huelga indefinida decretada por la comunidad universitaria.

AGENDA

1. Oferta de Verano
2. Calendario Académico
3. Cumplimiento con las horas contacto según establecido en prontuarios de cursos y laboratorios
4. Estudiantes aceptados en internados investigación de verano

ACUERDOS

1. La oferta de verano no corresponderá con el calendario que se había trabajado. El verano largo no se podrá ofrecer debido a que no se puede comenzar hasta que el semestre académico en curso culmine. De acuerdo a esto, de ofrecerse el verano será la versión corta (3 horas de clase por día) y muy probable durante el mes de julio. Los profesores interesados en ofrecer verano bajo estas condiciones, favor comunicarlo.
2. Después de trabajar un borrador de un posible calendario académico, se llega a la conclusión que la fecha de graduación ya no será el 15 de junio. La fecha de la misma se podrá saber con mayor certeza en tanto se resuelva la situación vigente y se pueda definir un calendario académico enmendado.
3. Está terminantemente prohibido convocar los estudiantes fuera de los predios de la Universidad para cubrir exámenes o material durante el periodo de huelga. Una vez se enmiende el calendario académico se tomará en consideración todos los días perdidos a consecuencia de las manifestaciones y serán debidamente incluidos. Es importante que todos los profesores se aseguren de cumplir con las horas contacto que establecen los prontuarios de los cursos y laboratorios que dicten. Como recordatorio, las asignaciones a través de la plataforma Moodle no debe sustituir las horas contacto según están definidas en nuestro reglamento.

4. Se le solicita colaboración con los estudiantes que han sido aceptados en internados para hacer investigación de verano. De acuerdo con la cantidad de días que hay que reponer, muchos de estos estudiantes no podrán asistir a algún examen, pues sus pasajes ya están comprados para la última semana de mayo. Una forma de apoyarlos es haciendo arreglos particulares para ofrecerles los exámenes que les falten antes de irse o enviar una nota provisional de incompleto para ser removida una vez regresen en agosto.

Minuta sometida por:

Dr. José A. Molina
Decano de Asuntos Académicos Interino

4 de mayo de 2010

Appendix H. Reinstated Academic Calendar



UNIVERSIDAD DE PUERTO RICO EN CAYEY

205 Ave. Antonio R. Barceló, Cayey, Puerto Rico 00736-9997

Senado Académico

2009-10

Certificación número 44

Yo, Sylvia Tubéns Castillo, Secretaria Ejecutiva del Senado Académico de la Universidad de Puerto Rico en Cayey, CERTIFICO:

Que el Senado Académico, en su reunión extraordinaria del martes 29 de junio de 2010, tuvo ante su consideración una propuesta de **enmiendas al calendario académico del segundo semestre 2009-2010**, para reponer las clases que no se pudieron reunir debido a los recientes paros y a la huelga realizada.

Luego de la exposición de rigor, el Senado aprobó la siguiente

CERTIFICACIÓN:

El Senado Académico enmendó el calendario académico del segundo semestre 2009-2010, para reponer las clases que no se pudieron reunir debido a los recientes paros y a la huelga realizada.

El calendario enmendado se hará formar parte integrante de la presente Certificación.

Esta determinación constituye una enmienda al calendario aprobado mediante la Certificación número 47 (2008-09), que fuera enmendado mediante la Certificación número 38 (2009-10).

Y, PARA QUE ASÍ CONSTE, expido la presente Certificación en Cayey, Puerto Rico, el día veintinueve de junio de dos mil diez.

Sylvia Tubéns Castillo

Sylvia Tubéns Castillo
Secretaria Ejecutiva

Vo. Bo.

José A. Molina
José A. Molina
Presidente Interino
Senado Académico



Teléfono: (787) 738-2161, Exts. 2158, 2417 y 2418 - Facsímil: (787) 263-6665 - senado.cayey@upr.edu



Enmienda al Calendario Académico (A92) Segundo Semestre Año Académico 2009-2010

(Aprobado por el Senado Académico en Reunión Extraordinaria el 29 de junio de 2010)



| | |
|-------------------------|--|
| 30 de junio (miércoles) | <p>Se reanudan las clases del programa diurno y nocturno.</p> <p>Se repondrán las clases del miércoles 12 de mayo.</p> <p>Se reanuda el proceso de consejería-matrícula para el Primer Semestre 2010-2011.</p> |
| 1 de julio (jueves) | <p>Se repondrán las clases de la tarde del jueves 22 de abril.</p> |
| 2 de julio (viernes) | <p>Se repondrán las clases del viernes 23 de abril.</p> |
| 5 de julio (lunes) | <p>Se celebra el feriado del 4 de julio: Independencia de los Estados Unidos</p> <p>Se repondrán las clases del lunes 10 de mayo.</p> |
| 6 de julio (martes) | <p>Se repondrán las clases del martes 4 de mayo.</p> |
| 7 de julio (miércoles) | <p>Miércoles día de viernes: Se repondrán las clases del viernes 14 de mayo.</p> |
| 8 de julio (jueves) | <p>Se repondrán las clases del jueves 29 de abril.</p> |
| 9 de julio (viernes) | <p>Se repondrán las clases del viernes 30 de abril.</p> <p>Fecha límite para los profesores ofrecer exámenes parciales de las clases que se reúnen los viernes.</p> |
| 12 de julio (lunes) | <p>Se repondrán las clases del lunes 17 de mayo.</p> <p>Fecha límite para los profesores ofrecer exámenes parciales de las clases que se reúnen los lunes.</p> <p>Fecha límite para radicar bajas parciales (Cert. # 48, 2000-2001 Senado Académico).</p> |
| 13 de julio (martes) | <p>Se repondrán las clases del martes 11 de mayo.</p> |
| 14 de julio (miércoles) | <p>Se repondrán las clases del miércoles 19 de mayo.</p> <p>Fecha límite para los profesores ofrecer exámenes parciales de las clases que se reúnen los miércoles.</p> |
| 15 de julio (jueves) | <p>Se repondrán las clases del jueves 6 de mayo.</p> <p>Fecha límite para los profesores ofrecer exámenes parciales de las clases que se reúnen los jueves.</p> |
| 16 de julio (viernes) | <p>Se repondrán las clases del viernes 7 de mayo.</p> <p>Último día de clases y laboratorios de los viernes.</p> |

| | |
|-------------------------------------|---|
| 17 de julio (sábado) | Sábado día de martes: Se repondrán las clases de la tarde del martes 27 de abril. Fecha límite para los profesores ofrecer exámenes parciales de las clases que se reúnen los martes. |
| 19 de julio (lunes) | Feriado: Natalicio de Luis Muñoz Rivera Se repondrán las clases del lunes 3 de mayo. Último día de clases y laboratorios de los lunes. |
| 20 de julio (martes) | Se repondrán las clases del martes 18 de mayo. Último día de clases y laboratorios de los martes. |
| 21 de julio (miércoles) | Se repondrán las clases del miércoles 5 de mayo. Último día de clases y laboratorios de los miércoles. |
| 22 de julio (jueves) | Se repondrán las clases del jueves 13 de mayo. Fecha límite para los profesores ofrecer exámenes parciales de las clases que se reúnen los jueves. |
| 23 de julio (viernes) | Viernes día de jueves: Se repondrán las clases del jueves 20 de mayo. Último día de clases y laboratorios de los jueves. Último día para radicar baja total. Último día de clases del programa diurno. |
| 24 y 25 de julio (sábado y domingo) | Receso Pre-Exámenes Finales |
| 26 de julio (lunes) | Se celebra el feriado del 25 de julio: Constitución del ELA de Puerto Rico Periodo de exámenes finales programa diurno. |
| 27 de julio (martes) | Feriado: Natalicio de José Celso Barbosa Periodo de exámenes finales programa diurno. |
| 26 al 30 de julio (lunes a viernes) | Periodo de exámenes finales programa diurno. |
| 2 de agosto (lunes) | Último día para que los profesores entreguen en Registro los informes de calificaciones del semestre, remuevan incompletos del semestre anterior y entreguen el registro de asistencia y calificaciones o copia del mismo a los Directores de Departamento. |

Enmienda Calendario Académico
 Segundo Semestre Año Académico 2009-2010
 (Aprobado por el Senado Académico en Reunión Extraordinaria el 29 de junio de 2010)

| Junio 2010 | | | | | | |
|------------|-------|--------|--|--------|---------|--------|
| DOMINGO | LUNES | MARTES | MIÉRCOLES | JUEVES | VIERNES | SÁBADO |
| | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 Se reanudan las labores administrativas | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 Se reanudan las labores académicas. Se repondrán las clases del miércoles 12 de mayo. | | | |

Enmienda Calendario Académico
Segundo Semestre Año Académico 2009-2010
(Aprobado por el Senado Académico en Reunión Extraordinaria el 29 de junio de 2010)

| Julio 2010 | | | | | | |
|---|--|--|--|--|--|--|
| DOMINGO | LUNES | MARTES | MIÉRCOLES | JUEVES | VIERNES | SÁBADO |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Feriado: Independencia de los Estados Unidos (se celebra lunes) | Feriado: Independencia de los Estados Unidos Se repondrán las clases del lunes 10 de mayo. | Se repondrán las clases del martes 4 de mayo. | Miércoles día de viernes: Se repondrán las clases del viernes 14 de mayo. | Se repondrán las clases del jueves 29 de abril. | Se repondrán las clases del viernes 30 de abril. Fecha límite para ofrecer exámenes parciales de las clases que se reúnen los viernes | Se repondrán las clases del viernes 23 de abril. |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | Se repondrán las clases del lunes 17 de mayo. Fecha límite para ofrecer exámenes parciales de las clases que se reúnen los lunes. | Se repondrán las clases del martes 11 de mayo. | Se repondrán las clases del miércoles 19 de mayo. Fecha límite para ofrecer exámenes parciales de las clases que se reúnen los miércoles. | Se repondrán las clases del jueves 6 de mayo. | Se repondrán las clases del viernes 7 de mayo. Último día de clases y labs de los viernes | Se repondrán las clases de la tarde del martes 27 de abril. Fecha límite para ofrecer exámenes parciales de las clases que se reúnen los martes |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| | Feriado: Natalicio de Luis Muñoz Rivera Se repondrán las clases del lunes 3 de mayo. Último día de clases y labs de los lunes. | Se repondrán las clases del martes 18 de mayo. Último día de clases y labs de los martes. | Se repondrán las clases del miércoles 5 de mayo. Último día de clases y labs de los miércoles. | Se repondrán las clases del jueves 13 de mayo. Fecha límite para ofrecer exámenes parciales de las clases que se reúnen los jueves. | Se repondrán las clases del jueves 20 de mayo. Último día de clases y laboratorios de los jueves. Último día para baja total. Último día de clases del programa diurno. | Receso Pre Exámenes Finales |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Feriado: Constitución del ELA de Puerto Rico (se celebra lunes) | Feriado: Constitución del ELA de Puerto Rico Exámenes Finales | Feriado: Natalicio José Celso Barbosa Exámenes Finales | Exámenes Finales | Exámenes Finales | Exámenes Finales | |

Enmienda Calendario Académico
 Segundo Semestre Año Académico 2009-2010
 (Aprobado por el Senado Académico en Reunión Extraordinaria el 29 de junio de 2010)

| Agosto 2010 | | | | | | |
|-------------|-----------------------|--------|-----------|--------|---------|--------|
| DOMINGO | LUNES | MARTES | MIÉRCOLES | JUEVES | VIERNES | SÁBADO |
| 1 | 2 Entrega de Notas | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Appendix I. Reinstatement Work Plan



Irmannette Torres Lugo <irmannette.torres@upr.edu>

A la Comunidad Universitaria

osi.cayey@bulkmail.upr.edu <osi.cayey@bulkmail.upr.edu>

Mon, Jun 21, 2010 at 7:09 PM

To: Estudiantes <estudiantes@bulkmail.upr.edu>, profesores <profesores@bulkmail.upr.edu>, empleados <empleados@bulkmail.upr.edu>

21 de junio de 2010

A la Comunidad Universitaria

Luego de ratificados los acuerdos por el Comité Negociador Nacional (CNN) y la Administración Universitaria, nos corresponde a todos poner en condiciones óptimas a nuestro recinto para volver a la normalidad. Con este propósito, se incluye el Plan de Trabajo para la reanudación de las labores administrativas y académicas de la Institución:

Lunes, 21 de junio

- Se asperjaron los edificios

Martes, 22 de junio

- Se realizará la inspección de edificios y áreas verdes de la Institución a partir de las 8:00am. Será realizada por la Junta Coordinadora de Seguridad, Director de OSSOPA, Director de Recursos Físicos y el Comité Negociador local.
- El personal de los talleres de áreas técnicas y carpintería de Recursos Físicos se reportará a la 1:00pm, para la inspección de sus respectivas áreas.
- El personal del segundo turno de mantenimiento de edificios se presentará a trabajar en su horario regular de trabajo.

Miércoles, 23 de junio

- Todo el personal se reintegrará a su área de trabajo en sus respectivos horarios.

Lunes, 28 de junio

- Se reanudarán las clases del segundo semestre académico.

Recabamos la cooperación de todos para restablecer los servicios a la brevedad posible y que ayuden con la limpieza de las oficinas. Confío que juntos lograremos poner nuestro Recinto al día y volver a disfrutar del entorno natural que nos distingue.

Saludos cordiales.

Dr. José A. Molina

Rector Interino

Appendix J. Action Plan for Educational Offerings



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

Standard 11: Educational Offerings

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

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

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

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|--|--|------------------------------------|--|
| 1. Implement institutional policies in alignment with licensing and accreditation requirements to ensure content, rigor, breath and length of undergraduate courses, in order to comply with their specific learning goals and objectives. | Chancellor's statement to the academic community to reaffirm and require compliance with institutional policies. | Chancellor | June 22, 2010 July 12, 2010 | Report to the Academic Senate Letter to the Campus Community on Pell Eligibility and MSCHE Actions |
| | Amended academic calendar to ensure required instructional contact hours, in compliance with courses' learning goals and objectives, rigor and depth. | Academic Senate | June 29, 2010 | AS Certification 44, 2009-10: Amended Calendar |
| | Amended faculty contracts to ensure completion of required instructional contact hours, in compliance with courses' learning goals and objectives, rigor and depth, and other related institutional obligations. | Chancellor Dean of Academic Affairs Human Resources Office | May 28, 2010 August 1, 2010 | 68 amended contracts Implementation of revised Adjunct Faculty Contract Form ¹¹ clarifying that academic |

¹¹ Available at <https://docs.google.com/fileview?id=19hSOM8TPy2yRuyloKWB5BF30bMdQaL9AqLmjx7VUJZ3lwQoKThHoOj3izkRgO&hl=en&authkey=Cjzix6cP>



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|---|--|---|--|
| <p>2. Define strategies and actions taken and in progress to ensure content, rigor, breath and length of undergraduate courses, internships, thesis, research projects, and other academic activities.</p> | <p>Departmental and faculty meetings. Implementation and evaluation of strategies and actions taken and in progress.</p> | <p>Deans and departmental directors</p> | <p>May 3, 2010 June – July 2010</p> | <p>calendar extension for course completion does not warrant additional pay. Departmental Reports of strategies and actions taken and in progress to ensure content, rigor, breath and depth of academic activities.</p> |
| | <p>Chancellor's communication to the deans and directors of academic departments requiring departmental reports of strategies and actions taken and in progress.</p> | <p>Academic Dean Chancellor</p> | <p>August 23, 2010 August, 2010</p> | <p>Deanship and Campus Report of strategies and actions taken and in progress to ensure content, rigor, breath and depth of academic activities.</p> |
| | <p>Assessment of best practices and definition of strategies to be included in the protocol for ensuring content, rigor, breath and length of undergraduate courses and other educational activities in the event of extended periods of academic interruption.</p> | <p>Chancellor Academic Dean Assessment and Institutional Research Office</p> | <p>August 2010</p> | <p>Example of strategies to be implemented in the protocol: 1. Inclusion of a determined number of non-academic course hours for student adaptation. 2. Requirement of assessing the state of students' course content knowledge at the reinstatement of the</p> |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|--|---|-------------|--|
| 3. Achieve institutional student learning outcomes as defined for academic programs and courses. | Development of protocols for the implementation and assessment of best practices. | Academic Dean; Assessment & Institutional Research Office; Academic Senate; Administrative Board | Spring 2011 | academic calendar and the implementation of specific instructional strategies to strengthen any areas needing improvement. 3. The requirement of documentation and submission of evidence by all faculty members of the assessment and instructional strategies implemented for these purposes and their impact on student learning. Protocols implemented |
| 3. Achieve institutional student learning outcomes as defined for academic programs and courses. | Comparative analysis of student learning assessment data (i.e. pre and post tests, grades distribution, total and partial withdrawals, incompletes, and academic degrees granted) aggregated by courses and programs during second semester 2010 with those of the second semester of the previous year. | Assessment and Institutional Research Office; Faculty Committee on General Education; Academic Dean, and Departmental Directors | Fall 2010 | Comparative Analysis Report and actions taken based on assessment data. |



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| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|--|--|---------------|--|
| 4. Implement measures to assure access to the learning and research resources, and availability of other essential student services. | Departmental analysis and on-line survey to define student needs. | Academic Dean Administrative Dean Assessment and Institutional Research Office | Fall 2010 | Survey Report |
| | Extend service hours, as appropriate. | Chancellor Administrative Board Departmental Directors | As needed. | Measures implemented |
| 5. Implement strategies and measures to guarantee continuity of processes such as: admission, registration, financial aid programs, and other essential student services. | Identification of best practices in implementing strategies and measures to guarantee continuity of processes. | Assessment and Institutional Research Office Academic, Student, and Administrative Dean | August 2010 | <u>Findings:</u> Admissions Office – Worked from Central Administration; Ongoing Communication with students via official Email (@UPR.EDU) Financial Aid Office - Rendered services at Eastern Central Technological Initiative (INTECO) at Cayey, UPR insurance extended to facilities. Chancellor's Office – Municipal coliseum for freshmen orientation |
| | Collaboration agreements for the use of external facilities for academic and administrative activities under extraordinary situations. | Chancellor Administrative Board | November 2010 | Establish guidelines and protocols for implementing best practices across all student services offices. |



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| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|---|--|---|--|
| 6. Offer alternatives to students who have been admitted to graduate schools, abroad or in Puerto Rico, and must comply with admission requirements, including the degree completion in very exceptional cases. | Second survey to alumni who indicated, in the 2009-2010 Alumni Survey, that they continued graduate studies after the stoppage. | <p>Chancellor Administrative Board Deans</p> <p>Chancellor, Academic Dean, Student Dean, Registrar</p> | <p>2010 - 2011 Academic Year</p> <p>2010 - 2011 Academic Year</p> | <p>Formal collaboration agreements established.</p> <p>Report of students admitted to graduate schools.</p> |
| | Design a protocol for serving students admitted to graduate schools in the event of an extended closure of the UPR-Cayey due to unexpected circumstances. | Assessment and Institutional Research Office | October 2010 | <p>Analysis of students' needs, during the stoppage, with regards to their admission.</p> <p>Analysis of students' greatest difficulties confronted during the stoppage with regards to their admission.</p> <p>Analysis of students' identification of strengths regarding services rendered to them during the stoppage.</p> |
| | | Chancellor Academic, Student, and Administrative Deans | November 2010 | Protocol for serving students admitted to graduate schools in the event of an extended closure of the UPR-Cayey due to unexpected |



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| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---------|------------|-----------------------------|-----------|--|
| | | | | circumstances approved, and implemented when needed. |

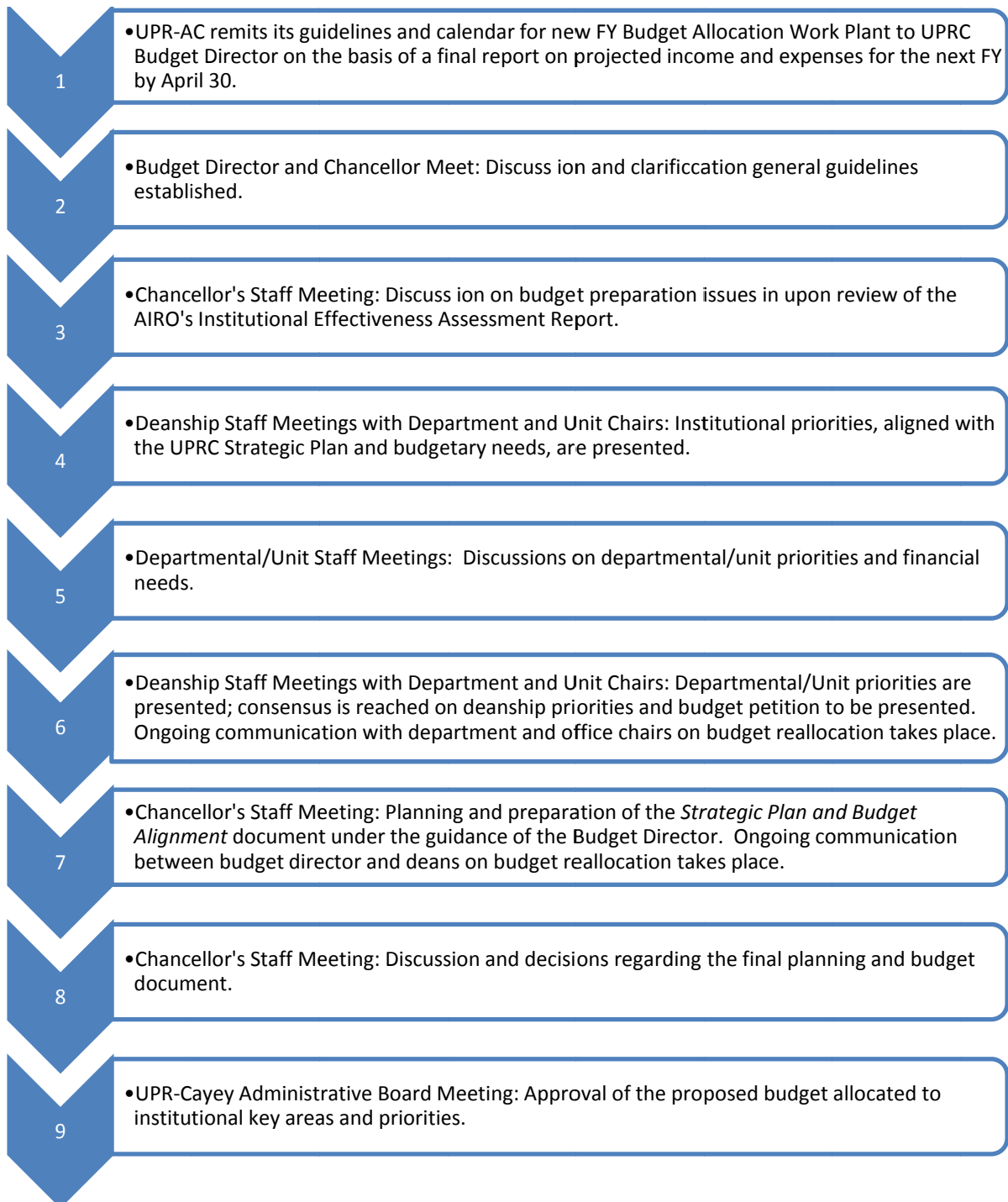
Appendix K. UPR-Cayey Budget Allocation Process



Assessment and Institutional Research Office
University of Puerto Rico at Cayey

Institutional Budget Allocation Process

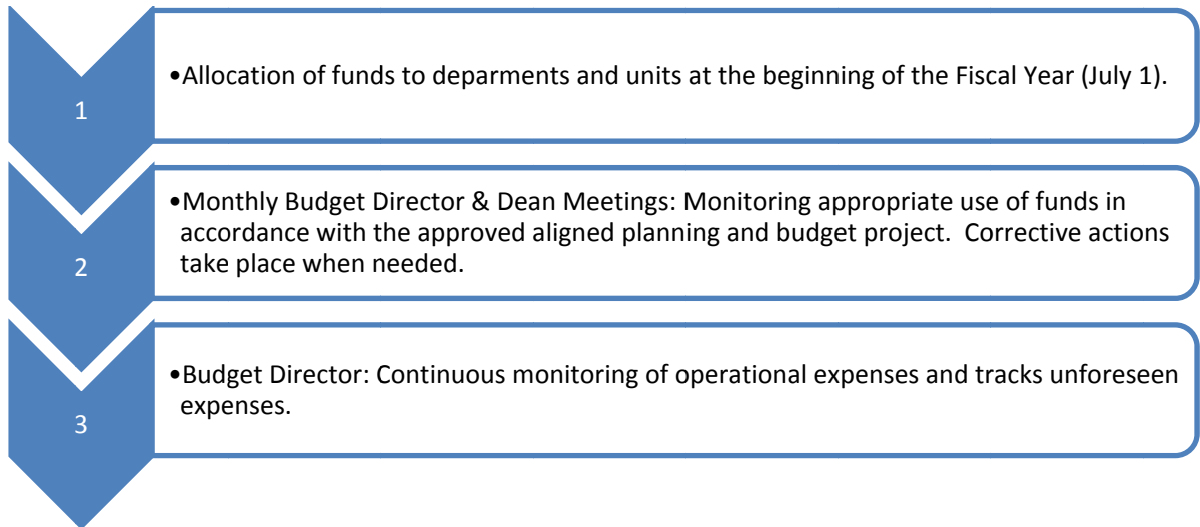
Phase I – Annual Budget Preparation in Alignment with UPR-Cayey and Systemic Strategic Plan



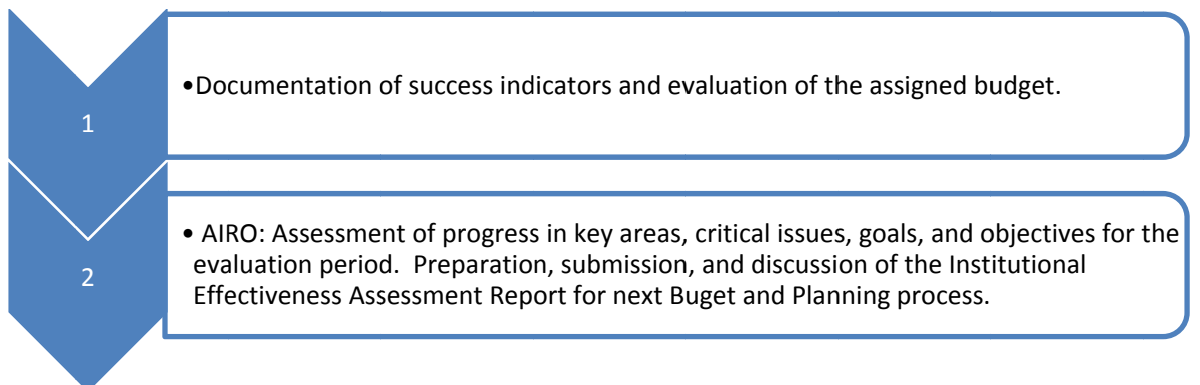


Assessment and Institutional Research Office
University of Puerto Rico at Cayey

Institutional Budget Allocation Process
Phase II – Budget Implementation and Control in Compliance with Strategic Plan and Institutional Priorities



Phase II – Assessment of Institutional Effectiveness in Complying with Strategic Plan



Appendix L. Action Plan for Financial Stability



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Standard 3: Institutional Resources

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

A. SECURE CONTINUITY OF OPERATIONS AND INSTITUTIONAL EFFECTIVENESS WITH AVAILABLE RESOURCES AND

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

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|---|----------------------------------|--|--|
| 1. Enforce Implementation of Board of Trustees' Certification # 100 (2005-2006) regarding the budget development process at the UPR-Cayey, allowing for timely disclosure of financial outlook and budget allocation to university constituents. | Establish formal mechanisms to ensure that the procedures for budget allocation are aligned with the Strategic Plan for achieving institutional objectives and its mission, and rely on assessment results. | Chancellor Chancellor's Staff | March 2007 Ongoing | Budget allocated to institutional priorities identified through assessment initiatives (i.e., data-driven decision-making). Increased agility in financial processes and disclosure in timely manner to constituents. Documented data-driven decision-making processes in the identification of systemic priorities. |
| | | Administrative Board | Presentations at Constituent Assemblies during Fall Session and available on the Web. Ongoing September 2010 | UPR-Cayey Budget Allocation Process certified as a policy. |



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| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|---|--|--------------------------|--|
| 2. Implementation of measures for bringing salaries and benefits to operational expenses ratios to more adequate levels in accordance with MSCHE 2005 Evaluation Team Report to the UPR-Cayey. | Vacant administrative personnel positions are not filled. Vacant faculty positions filled in accordance with institutional priorities and program needs assessment. | Chancellor Administrative Board | August 2007 Ongoing | Economies redistributed to operational expenses. |
| 3. Assess the adequacy of the University of Puerto Rico at Cayey's <i>Mission, Vision, and Goals</i> and the 2006-2016 <i>Strategic Plan</i> in light of the current fiscal situation | Identification of strategic priorities in light of assessment results, current fiscal constraints and areas that are no longer mission critical. | Chancellor Academic Senate Administrative Boards Assessment and Institutional Research Office | May 2011 | Revisions to unit strategic plans in light of the current financial state, assessment results and reinforced alignment with system priorities. Revised Strategic Plan Approved. |
| 4. Develop and implement a five-year financial plan adjusted to the current fiscal situation, the UPR-Cayey Strategic Plan, assessment results, and the 2005 MSCHE Evaluation Teams recommendation to allocate more funds to operational expenses an effort to improve the institutions finances. | Implement measures for reducing budget allocated to Salaries and Benefits and redistribute to Operational Expenses. Implementation of <i>Cautionary Measures</i> established in Presidential Serial Documentation 0809: 13, 14, 16, 22, 23 | Chancellor Administrative Board | January 2009 Ongoing | Economies redistributed to operational expenses. |
| | Implementation of fiscal efficiency measures identified in the financial assessments conducted by the units. | Chancellor Administrative Board | November 2009 Ongoing | Long-term fiscal economies and financial stability. |



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| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|---|---|------------------------|--|
| | Analyze financial impact prior to approving certifications and establishing institutional policies. | Chancellor Administrative Board | October 2009 | Certification by the Administrative Board stating that all institutional proposals, policies and bylaws must be accompanied by a financial impact analysis. |
| 5. Enforcement of the Board of Trustees' Certification #92 (2008-2009) on the evaluation of duplicated academic programs. | Strengthening of mission critical programs with high indicators of institutional and programmatic effectiveness are prioritized in the budget allocation process. | Academic Departments Academic Senate Administrative Board | August 2007 Ongoing | Programs with higher sustainability potential will be identified. Decisions will be made regarding the maintenance or strengthening of programs with low demand to offer ratios and low institutional effectiveness indicators. |
| 6. Develop collaboration mechanisms between the administrative units to share resources that will result in budgetary economies. | Initiate a process of consolidation of administrative functions at the unit level to streamline the operation and administrative management in order to maintain levels of excellence and reduce costs. | Chancellor Administrative Board | August 2009 Ongoing | More cost-effective administrative processes and reductions in unnecessary expenses. |



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

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

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|--|---|---|------------------------|--|
| 1. Strengthen the development of the Continuing Education and Professional Development programs (DECEP) so they serve as flexible mechanisms for fostering diverse funding sources and establishing relationships with alumni, community, governmental and private entities. | Strengthen the development of proposals for external funding for the design of continuing education programs, especially those impacting the Public School System, required for professional licenses and certifications as well as for the staff development of external institutions and organizations. | Chancellors External Resources Office DECEP Director | August 2009 | Increased external funding. |
| | Continue offering remedial courses to freshmen students in the areas of Math, English, and Spanish. | Dean of Academic Affairs DECEP Director | Ongoing | Increased external funding. |
| | Strengthen UNEX for offering non-programmatic (i.e., not required for degree completion) course electives, courses taken as electives, and courses taken for professional development. | Chancellors Administrative Boards DECEP Directors | August 2010 Ongoing | Increased external funding. More effective use of course offerings. |



**UNIVERSITY OF PUERTO RICO AT CAYEY
ACTION PLAN**

| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|---|---|---|--|
| <p>2. Strengthen initiatives to increase additional external funding sources.</p> | <p>Reconceptualization of plans to increase fundraising by strengthening the relationships between the university and the alumni, friends and other components of the third sector.</p> | <p>Chancellor Administrative Board</p> | <p>Spring 2010</p> | <p>Increased external funding.</p> |
| | <p>Restructure de Alumni and Development Office to the Alumni and Placement Office and assure its participation in all student activities upon their admission through their transition to alumni. Integrate placement responsibilities to link graduation data and establish relationship with employers as potential funders.</p> | <p>Chancellor Administrative Board</p> | <p>October 2010</p> | <p>Restructured Office Approved. Work Plan Developed. Increase of donations from alumni at each unit. Increased donations on behalf of employers.</p> |
| | <p>Develop and implement strategies to increase the annual number of approved research proposals for external funds.</p> | <p>Chancellors External Resources Offices</p> | <p>Initiated August 2009 Ongoing Ongoing</p> | <p>Promote increased effectiveness in identifying additional funding sources. Promote research activities while increasing institutional sources of funding.</p> |



**UNIVERSITY OF PUERTO RICO AT CAYEY
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| ACTIONS | ACTIVITIES | RESPONSIBLE SYSTEM AND UNIT | TIMEFRAME | CURRENT AND EXPECTED OUTCOMES |
|---|---|------------------------------------|-----------------------|--|
| | Assess trends in institutional income from research proposals and the Intramural Practice Plan to Identify areas with the largest return on investment (ROI) in which proposal submission should be prioritized and stimulated. | | December 2010 | Internal policy for the redistribution of funds for release time obtained through research grants to the institution's operational fund developed. |
| | | | December 2010 | Revised Intramural Practice Plan Policy so that the institution is able to recuperate its investment in these proposals while gaining an added income for operational funds. |
| | | | December 2010 | Revised policy for the internal distribution of claimed Facilities and Administrative Cost for research proposals to strengthen the institution's operational fund. |
| 3. Review recommendations made on behalf of ad hoc financial committees and implement those within the institution's scope of action. | Identify and implement recommendations that can contribute to stabilizing the UPR-Cayey finances. | Chancellor Administrative Board | March 2010 Ongoing | Economies redistributed to operational funds and to cover the assigned budget deficit. |