



Chancellor's Office

UNIVERSITY OF PUERTO RICO AT CAYEY

August 1, 2013

Dr. Tito Guerrero, III
Vice President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680

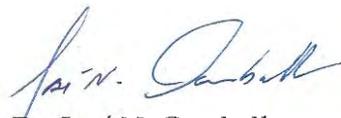
Dear Dr. Guerrero,

We are submitting the Information Report that you requested on June 10, 2013 on behalf of the Middle States Commission on Higher Education (MSCHE) concerning the recent developments described in the media reports regarding the changes in governance and administration and actions taken by the University of Puerto Rico at Cayey (UPR-Cayey) to ensure ongoing compliance with the MSCHE policy on *Political Intervention in Education* and with MSCHE Standards 4 (*Leadership and Governance*), 5 (*Administration*) and 6 (*Integrity*).

The report offers detailed information clarifying and outlining the nature and status of administrative changes at the unit level. It also addresses our campus' ability to preserve continuity through the transition that the UPR System is undergoing, while maintaining our ongoing and sustained compliance with MSCHE standards 4, 5, and 6 and its policy on Political Intervention in Education.

If further information is needed, please feel free to contact our Accreditation Liaison Officer, Prof. Irmannette Torres-Lugo, at (787) 738-4660 or by email at irmannette.torres@upr.edu.

Respectfully,



Dr. José N. Caraballo
Interim Chancellor

c. Dr. José Lasalde, Interim President, UPR
Dr. Celeste Freytes, Interim Vice President for Academic Affairs

205 Antonio R. Barceló Ave., Cayey, Puerto Rico 00736-9997
Tel. (787) 738-4660 – (787) 738-2161, exts. 2119, 2121, 2122 – Fax (787) 738-8039 – rectoria.cayey@upr.edu



**Supplemental Information Report to the Middle States Commission on Higher Education
from**

Dr. José Noel Caraballo

Interim Chancellor

University of Puerto Rico at Cayey

205 Barceló Avenue

Cayey, PR 00736-9997

Prepared by

Prof. Irmannette Torres-Lugo, MSCHE Accreditation Liaison

August 1, 2013

Subject of the Supplemental Information Report:

Written Report “concerning the recent developments described in the media reports regarding the changes in governance and administration and actions planned or taken by the University to ensure ongoing compliance with the MSCHE policy on *Political Intervention in Education*” and with MSCHE Standards 4 (*Leadership and Governance*), 5 (*Administration*) and 6 (*Integrity*).

Date of Last Evaluation Team Visit: September 7 - 9, 2011

Chair of the Evaluation Team: Dr. Mildred García

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Introduction

Institutional Overview

The University of Puerto Rico at Cayey (UPR-Cayey), established in 1967 and formerly known as Cayey University College, is a four-year undergraduate institution and one of the eleven campuses that comprise the state's public system of higher education. Its perfect balance between the disciplines of Arts, Science, Education, and Business has earned the campus its classification as a *Baccalaureate College of Diverse Fields with a Balanced Arts & Sciences/Professions Undergraduate Instructional Program* by the Carnegie Foundation (2010). 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 reaffirmation of accreditation on November 17, 2011. The official fall 2012 enrollment consisted of 3,696 undergraduate students. Fall staff figures of 211 faculty members, instructional and non-instructional (i.e., Researchers, Librarians, Psychologists and Counselors), and 384 non-faculty personnel round out the composition of our university community.

The 2006 UPR-Cayey Mission Statement (see Appendix A) establishes the institution's commitment to a well-rounded education of excellence through 28 baccalaureate programs in five academic fields: Teacher Preparation (11), the Natural (4) and Social Sciences (4), Humanities (4), and Business Administration (5). General and specialized studies are viewed as complementary experiences in students' personal and professional development, framed within an innovative and interdisciplinary education, while keeping in perspective the virtues of each discipline. There is a commitment to develop in students a belief in excellence as a standard for life. Thus students discover in themselves the resources and motivation for learning to acquire knowledge that lends itself to a full life and assume a lifelong commitment to learning. Moreover, the institution strives for an integrated campus community recognizing that all members are students and that all may be teachers, hence sustaining its commitment to education as a way of life. In sum, UPR-Cayey, as an academic community, ensures that our students are prepared with the knowledge and sensitivity for their own lifetime commitment to education.

The revised mission guides all institutional activities. Accordingly, the UPR-Cayey 2006-2016 Strategic Plan (Appendix B), in line with the system-wide strategic plan, *Ten for the Decade*, sets the stage for accomplishing the institutional mission, defining and identifying priorities and emblematic projects and critical assessment areas. In this manner, UPR-Cayey assures a systematic strengthening and renewal of its educational offerings, operations, and student services.

Institutional Context on Issues Addressed in the Report

In accordance with the Middle States Commission on Higher Education (MSCHE) policy *Public Communication in the Accreditation Process*, in a letter dated June 10, 2013, MSCHE requested from UPR-Cayey an information report “concerning the recent developments described in the media reports regarding the changes in governance and administration and actions planned or taken by the university to ensure ongoing compliance with MSCHE standards 4 (*Leadership and Governance*), 5 (*Administration*), 6 (*Integrity*) and its policies on *Political Intervention in Education*.”

In compliance with this request, we are presenting our institutional context and continued adherence to the eligibility requirements, accreditation standards, and MSCHE policies since the designation of Dr. José Noel Caraballo as Interim Chancellor of the UPR-Cayey on May 13, 2013. We are also documenting what minimal changes in administration and staff have taken place, and how the UPR-Cayey has prioritized strengthening the administrative structure with the leadership necessary to facilitate learning, research, community service, and render quality services that support both the system and institutional mission, as well as campus goals and objectives, when designating its executive staff.

A supplemental report will be submitted by the Office of the President addressing media reports regarding the changes in governance and administration at the System Level and the actions undertaken by the Central Administration and Governing Board to ensure ongoing compliance with MSCHE accreditation standards regarding Standard 4.

Leadership, Governance & Administration (Standards 4 & 5)

Systemic and Institutional Overview

The University of Puerto Rico General Bylaws¹ is the main governing document, defining the governance structure, the roles and responsibilities of the system's governing bodies, and the guidelines and standards to be followed. The recently appointed Governing Board is the organism responsible for regulating and overseeing the University System. They are responsible for the creation or reorganization of campuses, budget approval, amending policies and regulations, and overseeing the general operations of the system. It is thus "the highest governing authority within the organizational and governance structures of the institution. The Governing Board is accountable for the academic quality, fiscal and academic integrity, academic planning, assets, and financial health of the institution" (p.5; MSCHE, 2010²).

The Governing Board appoints the President, as Chief Executive Officer (CEO) of the System. As CEO, it is his or her responsibility to supervise and guide all institutional activities, in close collaboration with unit Chancellors and the University Board. The University Board is the advisory board representing the university community at large and offers the President insight into the university constituents' positions on matters affecting the institutional climate. The Chancellor is the highest academic and administrative authority at the unit level. The Governing Board appoints the Chancellor, upon the recommendation of the President and his evaluation of the community's input. The President and Chancellors implement policies and procedures approved by the Governing Board. They are responsible for the day-to-day operations of the Central Administration and their units, respectively. The scope of their responsibilities also includes the decisions and actions needed to support efficient management, maintain fiscal control, and improve services and processes to effectively allocate resources in rigorous compliance with institutional policies through coordinated, systematic, and sustained efforts.

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 *UPR Charter*³, the *UPR General Bylaws*, and unit regulations. The Chancellor serves as chair of both deliberative bodies. The functions of the Administrative Board include: advising the Chancellor in the exercise of his or her functions; carrying out projects and development plans; considering the budget proposal submitted by the Chancellor; and granting requests for leave of absence, academic rank, tenure, and personnel promotions upon the Chancellor's proposal. 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

¹ Available at <http://juntagobierno.upr.edu/wp-content/uploads/2010/11/reglamentogeneral.pdf>

² 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>.

³ *Law of the University of Puerto Rico*, available at <http://juntagobierno.upr.edu/wp-content/uploads/2010/11/Ley-UPR-por-JS-ED-2010-08-11-y-portada.pdf>.

developed or revised⁴. 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 admissions, academic progress and graduation requirements for students; serving as consulting committees for the designation of the chancellor and deans; and offering recommendations to the chancellor and governing bodies on academic and student affairs⁵. The participation of the three deans and student representation in the deliberative bodies rests on adherence to ethical standards and institutional policies, while providing support for academic and intellectual freedom within a climate of shared collegial governance.

The Dean of Academic Affairs, in collaboration with the directors of the academic departments, oversees academic matters at UPR-Cayey. Meanwhile, it is the Dean of Students' responsibility to administer student support services, develop activities and strategies geared towards enhancing student engagement in all institutional activities, and ensure that the Student Council, the official body for student representation, is duly constituted. Finally, the Dean of Administration's responsibilities include the supervision of all operations pertaining to facilities, campus resources and infrastructure. The Chancellor, along with the deliberative bodies and the three deanships, is ultimately responsible for policy development and the planning, budgeting, and assessment processes that lead to the attainment of UPR-Cayey Mission, Goals and Objectives. Appendix C presents the UPR-Cayey Organizational Chart and the operational units overseen by the Chancellor and each dean.

Institutional Leadership, Governance, and Administration

As a result of the former chancellor's resignation on May 8, 2013, the Governing Board of the UPR appointed Dr. José N. Caraballo (May 13, 2013) as Interim Chancellor, in accordance with Section 19.11 of the UPR General Bylaws. A Tenured Professor of the UPR-Cayey Mathematics and Physics Department, who was the Coordinator of Faculty Professional Development for the *Building Research Infrastructure Capacity* (NIH) proposal at the time, Dr. Caraballo was one of the three faculty members recommended for designation as Interim Chancellor by a caucus of Academic Senators to the Governing Board.

The Academic Senate Caucus emphasized Dr. Caraballo's vast academic, research and administrative experience when making the recommendation. Between 2006 and 2008, he served as Academic Dean confirmed by the Board of Trustees, which afforded him the opportunity to serve as Interim Chancellor on several occasions, while being a key player in the development of the revised *UPR-Cayey Mission, Goals, and Objectives* (May 2006), *UPR-Cayey 2006-2016 Strategic Plan* (November 2006), *UPR-Cayey Planning, Budget, and Assessment Process* (March 2007), and having ample experience with the development and implementation of the *UPR Planning Agenda: Ten for the Decade*. Other administrative experiences include having served as the Executive Director of the *Digital School: A Consortium of UPR-Cayey, the Puerto Rico*

⁴ UPR General Regulations, sections 13.1, 14.3, 15.4.3, 19, 21, 22

⁵ Law of the University of Puerto Rico.

Department of Education, Community Foundation, and the Puerto Rico Governor's Office for Special Communities (2004-2009); as Department Chair of the Mathematics and Physics Department at the UPR-Cayey (2003-2005); as Director of the Office of Evaluation, Research and Technological Support at the UPR Medical Sciences Campus (1997-2000); and as Associate Director of the Department of Graduate Studies in Education at the UPR-Río Piedras Campus. Dr. Glorivee Rosario-Pérez, Interim Dean of Academic Affairs, was also among the three candidates nominated as Interim Chancellor. However, in an effort to preserve continuity through the transition and continued compliance with the requirements of the MSCHE, while at the same time guaranteeing that the institution would be led towards the achievement of its goals, it was determined that, despite being highly qualified for the position of Interim Chancellor, her work and knowledge would serve the institution best by continuing her responsibilities at the Deanship.

The Institution also experienced turnovers in key positions, as it periodically occurs in any institution of higher education. Specifically, the Dean of Administration and the Director of Human Resources retired, a decision that was notified by both in December 2012, as required by the UPR Board of Retirement, while the Dean of Students, who later went on to be designated Director of the Professional Counseling Department (CEDE, for its Spanish acronym) the organizational unit to which her faculty position as Counselor belongs, resigned for personal reasons.

In accordance with the value the UPR-Cayey places on staffing that emphasizes the selection of "qualified staff appropriate to the goals, type and size of the institution," with enough knowledge to follow through on the activities planned for the Academic Year and adherence to the institutional Mission, Goals, and Objectives, the designations to fill these vacancies after May 13, 2013 relied heavily on past experiences in the same or similar positions, and their close contact with current operations, faculty thinking, and understanding of students' needs. As such, Mr. Juan Ortiz was designated Interim Director of Human Resources, while Dr. Sarah Malavé was appointed Interim Dean of Student Affairs. The former had served as Director of the Human Resources Office (2006-2008), while the latter has ample experience with Student Services and institutional procedures, as she is a Faculty member of the Social Sciences Department, has served as researcher in external funding research projects, is the Director of the Women's Studies Program, has presided the Faculty Personnel Committee, has been the Director of the Employee Assistance Program, and has served as the Students' Ombudsmen.

Samuel González-González, Esq., was appointed Interim Dean of Administration. He is a lawyer with ample knowledge and experience in Labor Relations, and previously held the position of Executive Director of National Parks, Security Advisor for the 2010 Central American and Caribbean Games, and was the University Facilities and Security Administrator of the UPR-Río Piedras Campus. The decision to appoint an Interim Dean from outside the UPR-Cayey community resided heavily on assessment results and concerns presented by faculty, staff, and students, indicative of the need to bring in someone with the ability contribute new ideas and strategies to enhance administrative

processes, in a cost effective way, while having ample experience and knowledge of labor union negotiations and agreements.

Finally, of the academic units under the Deanship of Academic Affairs, only two of the eleven academic departments, as well as the General Library, experienced turnovers and warranted the designations of Interim Chairs to further improve teaching and learning processes while encouraging research initiatives among fellow faculty members. In each of these instances, faculty members were chosen for their effective leadership styles, their commitment to the institutional goals and objectives, their proven efforts implement sound assessment practices for the enhancement of teaching, learning, and community research initiatives, their commitment to the importance of research endeavors, and their administrative experience. Professor Julia Rodríguez and Dr. Nelson Miranda were appointed as chairs to the Mathematics-Physics Department and the Social Sciences Department, respectively. Julia Rodríguez is a faculty member who has collaborated with the *Resource Center for Science and Engineering* under its *Puerto Rico Statewide Systemic Initiative* program, served as a member of the Curricular Reform Committee of the Mathematics Department, and was Associate Dean of Administration. Dr. Nelson Miranda who served as director in the past, has dedicated himself in the last years to participating in Faculty Personnel, Program Assessment and Program Review committees. Finally, Professor Sonia Dávila, was once again designated Interim Director of the General Library in order to follow through on accreditation, academic, and research endeavors. Previously, she served as Library Director between 2006 and 2011, and under her leadership the Library achieved some of its most significant developments, including development of the Library's Strategic and Assessment Plan and chairing the process that led to its recognition by the Association of Research and College Libraries (ACRL).

Changes in key contacts and institutional positions are presented in Appendix D, thus offering insight as to how our past and current administrative composition denotes our diversity in terms of gender, ethnicity, and majors, in a manner that is representative of our student body and staff. It also demonstrates how UPR-Cayey leadership values the body of experience, knowledge, and skills of its executive positions by making little, if any, changes. In those instances where changes have been necessary, appointments have emphasized former experience in the position they have assumed, as well as the selection of administrators with close contact with current operations, faculty thinking, and a clear understanding of students' needs in order to ensure that institutional mission, goals, and objectives are carried out as planned and approved by the university community, the Academic Senate, and its Administrative Board. Efforts to advance and support the institution in meeting its mission, goals, and objectives are also guaranteed by a formal process of succession planning whereby, before presenting his or her resignation, the Chancellor requests that each deanship and unit prepare a status report on initiatives underway and to be carried out that is compiled and analyzed by the Assessment and Institutional Research Office in terms of compliance and progress in meeting the UPR-Cayey Strategic Plan. The process ensures that when turnovers occur, both the former and incoming occupants of executive and staff positions collaborate in achieving a smooth transition between administrations. In sum,

UPR-Cayey has been able to follow through on its planned activities and institutional mission, goals, and objectives, while at the same time maintaining ongoing and sustained compliance with MSCHE Standards 4 and 5 on Leadership, Governance, and Administration.

Integrity (Standard 6) and Political Intervention in Education

UPR-Cayey is committed to ensuring that the institutional Mission, Goals, and Objectives are carried out as outlined in its Strategic Plan, and that the activities designed and implemented to achieve them are continuously assessed and improved. As an institution, we value our planning, budgeting, and assessment process by means of identifying institutional priorities and activities through a participative process. This process was validated by the September 2011 Visiting Team representing the MSCHE, when they stated in their *Report to the Faculty, Administration, Trustees, and Students of UPR-Cayey* that they “found, based on the monitoring report, documentation in the exhibit room and consensus among all constituencies, a clear statement of mission and goals and a process for planning and resource allocation.”

Thus UPR-Cayey, regardless of the natural and expected turnover in key leadership positions, is able to ensure that it will carry out activities prioritizing institutional goals, while complying with Federal Requirements and accreditation standards at the institutional and programmatic level. These processes, as were outlined in the MSCHE Monitoring Reports submitted in March 2007, September 2010, March 2011, and September 2011, have allowed UPR-Cayey to follow through on its framework for continuous institutional improvement and enhancement.

As an institution that promotes excellence in all its endeavors, UPR-Cayey has been able to conduct its programs and activities with the utmost adherence to ethical standards and systemic and unit level bylaws, thus continuously providing support for academic and intellectual freedom, during this transitional period. It has honored its contracts and commitments in a manner consistent with its mission, goals, and objectives, and has cautiously assessed any need to postpone activities or initiatives not directly related to the achievement of these objectives and that potentially represent an excessive expense for the institution in times of financial constraints. When such decisions have been made, the UPR-Cayey has represented itself truthfully by establishing communications with the community at large through mass email communications, its institutional website, and meetings with campus constituents.

As described before, decisions regarding vacancies resulting from the usual turnover of administrators have always been made on the basis of talent, qualifications, experience, and the best interest of the Institution, and are characterized by "fair and impartial practices in hiring of employees"⁶. Positions have been filled with qualified professionals, who have been recommended by fellow faculty members, are respected

⁶ MSCHE. (2011). *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*. p. 22. Available at <https://www.msche.org/publications/CHX-2011-WEB.pdf>

by the community and who understand and believe in the importance of achieving the UPR-Cayey stated Mission, Goals, and Objectives in the absence of any political influence, thus adhering to the MSCHE policy on *Political Intervention in Education*. Finally, but not less important, the institution has valued the relationship with the MSCHE as one of trust and confidence. Changes in the Presidency and the Chancellor were notified in a timely manner to Vice President Tito Guerrero III on May 31, 2013, so that current information could be included in the MSCHE website.

The UPR-Cayey promotes a participative planning, budgeting, and assessment process, geared at continuously improving teaching and learning, its research programs, and community service. We continuously strive to conduct all our endeavors in a manner that serves primarily the public interest and the success of our students, in the absence of political intervention, while maintaining a relationship of trust and confidence with the accrediting agency. As such, in our operations and processes in times of administrative change, we have been able to maintain ongoing and sustained compliance with MSCHE Standard 6, Integrity, while at the same time complying with the agency's policy on *Political Intervention in Education*.

Conclusion

UPR-Cayey prides itself in having implemented and maintained 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. We are continuously able to guarantee transparency of decisions, and have emphasized community involvement while distancing itself from any political intervention in compliance with the MSCHE policy on *Political Intervention in Education*.

As an institution of higher education, UPR-Cayey's commitment to academic and institutional excellence and effectiveness has led us to make sound decisions, especially those geared at staffing administrative and executive positions with talented faculty and staff members, whose primary commitment is to following through on the activities outlined by the Strategic Plan and achieve the university's mission, goals, and objectives. Staffing decisions have prioritized the selection of candidates with prior experiences in the same or similar positions, and their close contact with current operations, faculty thinking, and understanding of students' needs. This has allowed UPR-Cayey to demonstrate that it conducts its endeavors in a manner that serves primarily the public interest and the success of its students, and complies with the *MSCHE Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards*, including those requested to be addressed in this report (4, *Leadership and Governance*; 5, *Administration*; and 6, *Integrity*) through this transitory period.

Finally, with this *Report* and the Supplemental Information Report presented by the UPR Office of the President, we are offering the Commission "accurate, fair, and complete information" on those aspects that were requested to be addressed in the June 10, 2013 letter received on behalf of MSCHE Vice President Tito Guerrero, III.

APPENDIX A – UPR-CAYEY DECLARATION OF MISSION AND GOALS

University of Puerto Rico at Cayey
Declaration of Mission and Goals

DECLARATION OF MISSION, GOALS AND GENERAL OBJECTIVES

Preamble

The University of Puerto Rico at Cayey is an autonomous unit of the University of Puerto Rico. Founded in 1967 as a regional college nestled in a former military camp, becomes University College in 1969 and acquired autonomy in April 2, 1982 by the Council of Higher Education resolution. The Mission of the University of Puerto Rico at Cayey establishes commitment to the fundamental values of the University and from the mission of the University of Puerto Rico as a public institution of higher education.

The variety of its faculty academic backgrounds provides affluence and diversity to the educational experience; the natural beauty of its surroundings and its location, both near and far from the major metropolitan areas, enables academic friendliness, an ambience that invites to study, reflection and personal development. Our institution is one based on human values and quality. We care about quality rather than quantity.

Mission

The University of Puerto Rico at Cayey is committed to the comprehensive education of excellence through undergraduate programs for teacher, Natural and Social Sciences preparation and disciplines, Humanities and Business Administration. We understand the overall education and the professional specialization as complementary experiences of the formation of the human being. We offer an interdisciplinary and innovative education that integrates subjects and experiences from various fields of knowledge, research and the community service as part of the process of teaching and learning, keeping in perspective the value of the specialization. We educate with global perspective recognizing the location of the human being in its community within a historical and potential outlook.

We are committed to the development of comprehensive individuals, autonomous, critically sensitive, that create excellence as a standard of life, and that is prepared to be creatively placed in society and in the world of work. This individual will be someone to discover within themselves the resource and stimulus for learning, which has learned to seek and to develop the knowledge to a full life and to maintain a commitment for life with learning.

We work towards a university community integrated between its components, based on the commitment that we share with the education as a way of life. We recognize that all members are, in essential sense, students and we can all be teachers.

We believe, as we learned from *Hostos*, that the good living is intimately linked to the good we do. We affirm that the University is responsible for having our words become deeds. The academic project of the University of Puerto Rico at Cayey requires a University alert to the issues of our time, such as the improvement of the natural and social environment and the promotion of peace, and committed to reason overcoming prejudice and respect for dissent. We educate for life.

General Goals and Objectives

1. Provide an undergraduate education of excellence

- Maintain diverse and up-to-date programs involving Natural and Social Sciences, the Humanities, the Education and Business Administration.
- Offer a diverse, innovative curriculum within optimum technological advances of social relevance, international and interdisciplinary perspective, which gives the students a solid foundation of knowledge, skills and attitudes from which to expand their training in any field of knowledge and professional performance.
- Develop programs, activities and co-curricular experiences of study, research, exchange, creation, training, professional practice and service that are relevant and innovative.

- Encourage the synthesis and continuity in the organization of knowledge, as well as on the experiences of learning.
- Provide students a vision of the interrelation between general education, the knowledge of the specialty and its environment.
- Contribute to the formation of people with a wide cultural vision, inclusive, dynamic and innovative knowledge of humans and the process of teaching and learning.
- Empower students to engage in a multicultural, international and interdependent world.
- Strengthen the development of complex thinking, enabling independent learning, discerning criticism, the generation of new knowledge and a creative attitude.
- Develop in students the strengthening and full appreciation of their native language.
- Expand the student's ability to communicate effectively and appropriately.
- Train the student in the usage of various information sources and research.
- Relate to students the use of effective, appropriate and creative technologies as tools in their academic formation.
- Educate students to various forms of artistic and body expression through training and participatory experiences inside and outside the classroom.
- Cultivate student self-esteem and confidence in whether same, initiative and leadership, the independence of judgment and caution in decision-making, capacity to make ethical judgments, anticipate problems, perceive opportunities and promote constructive changes favoring integral and balanced development of the person.

2. Cultivate in all sectors of the University community a commitment to performance excellence, consistent with the academic project that leads to the unity of institutional purpose.

- Foster continuous retraining of all members of the University community, students, teachers and staff support.
- Provide students support services to facilitate their integration to college life.
- Support faculty in the enrichment of a wide cultural formation, updating their specialty knowledge and teaching skills improvement.

- Develop knowledge of the university's work and their values in staff support and to build their professional and personal development.
- Recognize the merit in the university's performance.
- Adapt the budget distribution to the work plan which recognizes institutional priorities.
- Integrate the assessment as a way to enrich the teaching and learning process.
- Promote the assessment, evaluation and revision of academic and administrative schemes, and processes that respond so agile and flexible academic project that gives meaning to our existence.

3. Make the University of Puerto Rico at Cayey one of the main centers of academic and cultural activities of Puerto Rico.

- Promote a climate of encounter and exchange between scholars, researchers and creators of the country and the world, as well as dialogue between academic disciplines and between the various sectors of the community.
- Offer continuing education to people who aspire to progress professionally, change career or enrich their quality of life.
- Strengthen links with academic and cultural institutions inside and outside Puerto Rico.
- Maintain a comprehensive program of artistic, scientific, professional activities that complement the academic programs and serves the community.
- Broaden in the community, developments in the various branches of knowledge.
- Enhance and disseminate the values of Puerto Rican culture .

4. Promote the development of a sense of social responsibility based on respect for human beings and their natural environment.

- Empower students with the knowledge and skills to understand social, cultural, economic, political and environmental phenomena in Puerto Rico and the world.
- Promote attitudes which bring respect, diversity and the defeat of prejudices that infringe upon human dignity.

- Foster the commitment to justice, honesty and the search for solutions to common problems.
- Promote the preservation and improvement of the environment.
- Maintain an environment on campus that ensures respect for dissenting opinions and the rights of others.
- Affirm the university's autonomy.

Objectives of the University of Puerto Rico (Included in Article 2 of the University

Law of January 20, 1966, 18 L. P. R.A. § 601)

- a) The University, as a body of higher education, for its obligation of service to the people of Puerto Rico and its proper fidelity to a society with integrally democratic ideals, its essential mission is to achieve the following objectives, which are inherent to freedom of educational content and scientific research:
 - 1) Transmit and increase knowledge through science and the arts, serving the community through the action of its professors, researchers, students and graduates.
 - 2) Contribute to the cultivation and enjoyment of the ethical and esthetical values of the culture.
- b) In loyal compliance with its mission, the university should:
 - 1) Cultivate the love of knowledge as a trail of freedom through search and discussion of the truth, in attitude of respect towards the dialog creator;
 - 2) Conserve, enrich and spread the cultural values of the Puerto Rican people and strengthen the awareness of its unity in the common company to freely settle their problems.
 - 3) Ensure the full training of the student, in view of its responsibility as a server in the community;
 - 4) Fully develop in our people the latent, intellectual and spiritual wealth, so that intelligence and values of the spirit of the exceptional personalities that emerge

- from all their constituencies, especially those with disadvantages in economic resources, can be put at the service of Puerto Rican society;
- 5) Collaborate with other agencies within the areas of action within themselves, in the study of problems of Puerto Rico;
 - 6) (6) Bear in mind that towards its character of University and its identification with the ideals of life in Puerto Rico, it is essentially linked to values and interests of all of the democratic community.

*The *Statement of mission, goals, general objectives* of the University of Puerto Rico at Cayey, requested with the most comprehensive competition of all sectors of the community academic, crystallizes the feeling of the academic community on what is and must be the University of Puerto Rico in Cayey. Approved unanimously by the Academic Board on March 5, 1993, endorsed by the Council of Higher Education, through the Certification number 94-002, repealed the last emitted mission before granting autonomy to Cayey and collected in Certificate number 57 series 79-80. On February 23, 1994 it was unanimously approved and supported by the University Board. It was updated on May 4, 2006, through Certification number 89 series 2005-06 of the Academic Senate.

English revision by Prof. Gladys Ramos García
February 25th, 2011

APPENDIX B – UPR-CAYEY STRATEGIC PLAN 2006-2016

STRATEGIC PLAN 2006-2016)

Key Area I

Sustained Ties to the Student Body

Critical Issue

Provide students the best education, service and environment for their integral development, strengthening their identity as freshmen college students since they enter and foster its continued bonding with their alma mater as former students.

Directions

- Strengthen and integrate efforts to the recruitment of students, including the Bilingual Initiative, maintaining an efficient, clear and constant communication with candidates for admission, to attract the best talented students.
- Develop a better knowledge of students and graduates and follow up one they are admitted and foster their bonding as alumni.
- Strengthen and disseminate widely the services and opportunities available in placements, financial aid, tutoring, mentoring and counseling, to facilitate the insertion of the students into university life.
- Analyze the needs of the students through academic planning.
- Apply measures that systematically have proven effective for improving academic achievement, following the Retention Plan, which includes revitalizing counseling and prevention of absenteeism and the repetition of courses.
- Strengthen academic counseling, vocational, professional and personal guidance in the departments.
- Coordinate efforts to support the integration of the graduates into employments and graduate studies.
- Provide and promote physical conditioning programs that judiciously lead the students towards various forms of artistic and body expression, and which can be extended to the entire university community.
- Optimize online services giving access to students at various academic and administrative processes, such as pre-registration and registration.
- Encourage student participation in their representative agencies, in the deliberative bodies, in the evaluation of services, academic offerings and the formulation of alternatives, as a way to promote their identification with their alma mater and develop responsibility towards it.
- Promote quality of life, development of healthy lifestyles and care as part of an integral comprehensive education.

Key Area II

An Academic Curriculum of Currency, Experimentation and Renewal

Critical Issue

Provide a comprehensive education of excellence. Strengthen the academic offerings, its interdisciplinary or multidisciplinary approach and effectiveness of the teaching-learning processes.

Directions

- Continue the implementation of skills and content of the General Education component of the University of Puerto Rico at Cayey.
- Design a plan of action to implement the "Profile of the Ideal Graduate" and ensure the achievement of the formative objectives of our first goal.
- Complete revision of the procedure for the revision and approval of courses and academic programs, to provide agile mechanisms for creating, approving and evaluating programs and curriculum reforms.
- Facilitate and stimulate the creation of new curriculum sequences to complement the student's academic training and evaluate existing ones.
- Facilitate and encourage the participation of professors and students on exchange programs with universities in Puerto Rico and from abroad.
- Encourage the participation of forums, debates, exhibitions and other academic-curriculum activities and incorporate its discussion in courses.
- Develop the inclusion of the community service as part of the academic programs.
- Integrate philanthropy into the curriculum.
- Provide the necessary budgetary resources to maintain an adequate bibliography collection and based on the needs and the curriculum updates.
- Update the general academic online curriculum catalog and provide links to the files of the courses.
- Use assessment to promote academic achievement and disseminate the techniques used by professors, which have proven effective.
- Train students in critical, ethical and creative use of diverse sources of information and research, from their very beginning in college.
- Elaborate a plan to strengthen and develop full appreciation of students native language and therefore, strengthen their cognitive capacities and their use in all subjects.
- Continue the integration of research and information skills in the curriculum content.

Key Area III

Investigation and Creative Work

Critical Issue

Promote research and creative work in all the disciplines at a level which conforms to institutional standards of excellence internationally to advance knowledge and implementation to serve the citizens of Puerto Rico.

Directions

- Complete and implement the Policy of Sponsorship of the research and the creative work and update databases of the Institutional Fund for the Development of the Research and the Creation.
- Create conditions to promote the research and creative work in all sectors.
- Provide students with training experiences in research, creative work or community service once admitted, in the general education component as well as in their concentration in accordance with organizational goals and the "Profile of the Ideal Graduate".
- Arrange collaborations and alliances within the UPR and with other academic institutions, industry, commerce, local government and abroad, to develop research projects.
- Sponsor the disclosure of the research and creative work carried in the UPR at Cayey.
- Sponsor the development of proposals to obtain external funding to support research and creative action and strengthen the External Resources Office to provide more technical and administrative support.
- Expand the capacity of the External Resources Office to provide technical and administrative support. (Post award).
- Increase levels of publication of the students, in particular in peer reviewed journals.
- Fine-tune the Policies and procedures for the recruitment of faculty at the University of Puerto Rico at Cayey Certification 145 2005-2006 of the Board of Trustees.
- Promote the institutional objective of fostering the encounter and exchange between scholars, researchers and investigators of the country and the world, as well as dialogue between disciplines and between various sectors of the community.
- Advance and place knowledge at the service of the citizens of Puerto Rico.
- Apply the existing institutional copyright policy.
- Promote post graduate research.

Key Area IV

Planning, evaluation and assessment

Critical Issue

Institutionalize the evaluation and the assessment, and strategic and operational planning in academic, administrative, fiscal and physical affairs to enhance the best institutional performance.

Directions

- Complete the assessment plan of the institutional effectiveness and its implementation.
- Establish a practice of continuous institutional disclosure of assessment results.
- Maintain an updated database, research and assessment system for decision making accessible to the community.
- Align the planning and the budget continuously.
- Review and evaluate the Strategic and Operational Plan continuously.
- Increase external funds for development, research and creative work.
- Obtain and maintain the accreditation of academic programs, library, counseling and orientation services, the museum and journals.
- Complete and implement the new system of evaluation of faculty.
- Adapt the Plan of Permanent Improvements to the ecological policy and historical conservation.
- Evidence Institutional decisions based on the findings of assessment and evaluation.

Key Area V

Technological Enhancement

Critical Issues

Strengthen the areas of technology information systems

Directions

- Link students with creative use of technology tools both, in their formation and their concentration, providing effective accessibility to network and computer laboratories, sponsoring trainings, including alumni, if possible.
- Automate the proceedings and administrative transactions according to the quality of service and the maximization staff experiences.
- Aim at having all frequent transactions available online, from admissions and enrollment, to the adding and withdrawing from courses.
- Complete and maintain functional wireless access to the computer network from anywhere on campus.
- Encourage technology transfer and intellectual property within ethical, legal and moral standards.
- Optimize our institutional Web presence.

- Support the teaching of courses online or assisted by technology.
- Increase and maintain up-to-date technological equipment in the classrooms, laboratories, library, research centers, auditorium and theater.
- Continue support for the online inclusion of files, academic materials, archives, counseling services and library services.
- Maintain a robust technological infrastructure.
- Continue offering technology support to faculty and services through the Center for Training in Skills Informatics (CADI- Spanish acronym).

Key Area VI

Leadership in the community and cultural initiatives

Critical Issues

Link effectively with surrounding communities, the country and the Puerto Rican community abroad crafting the campus into an academic, cultural and service center

Directions

- Participate in the definition and search for alternatives to problems of social urgency in compliance with the fourth goal of the Mission of the UPR at Cayey and the objectives of the UPR.
- Promote the development of a sense of social responsibility and public service through service projects, curricular initiatives and the integration of goals to these areas in course syllabus.
- Promote the mainstreaming of community service to the curriculum and the experiences of the graduate, according to the 2002-03 Certification 49 of the Academic Senate.
- Develop more research centers and community support services.
- Strengthen and expand partnerships with industry, commerce, education, nonprofit organizations, and government, municipal and state agencies.
- Vigorously disseminate the extensive programs of artistic, scientific, professional and athletic activities, that also serves the community in general and make the UPR at Cayey a house of culture and center for diffusion of advances in science and the arts.
- Continue sponsoring social impact projects, particularly in community projects.
- Bolster the Dr. Pio Lopez Martinez Art Museum and the Victor M. Pons library as dynamic centers of enjoyment, studies and creation.
- Strengthen initiatives serving from students of Hispanic communities in the United States by participating in the Bilingual Initiative and encourage cooperation and exchange with Puerto Rican communities in the United States and other countries.
- Strengthen and disseminate more widely the courses offered by the Division of Continuing Education and Professional Studies (DECEP) to people who aspire professional achievements, change career or enrich their quality of life.
- Enhance and disseminate the values of the Puerto Rican culture.

Key Area VII

Internationalization

Critical Issue

Promote the internationalization based on an awareness of our national identity

Directions

- Stimulate an international perspective that recognizes the place of individuals in their community as well as in the curriculum and in the study of other cultural experiences and life.
- Enable students to develop in an international, multicultural and interdependent world.
- Promote conditions for students to study and participate in exchanges, volunteer positions, internships and other formative experiences in centers outside academics.
- Strengthen links with other academic and cultural institutions inside and outside Puerto Rico, to promote greater links with the international community.
- Promote a climate of encounter and exchange between scholars, researchers and investigators of the country and the world, through the sponsorship of meetings and conferences of international projection, with the active participation of our professors and students.
- Promote collaboration agreements between units of the system.
- Promote the international exchange of professors, artists and scholars.
- Promote a program of artistic, cultural, scientific, professional activities to promote a greater link with the international community.
- Participate in the international dissemination of knowledge by encouraging and supporting results, thus contributing internationally through the disclosure of the investigations and creative work of faculty and students.

Key Area VIII

Efficiency and beauty in both natural and built spaces

Critical Issue

Create and preserve ideal environments for teaching, research, services and cultural purposes, increasing the college community quality of life through exemplary environmental and best preserved historical practices.

Directions

- Promote the interest for the preservation and improvement of the environment.
- Ensure rigorous and sustained coordination between policies of design, construction and conservation of spaces with academic projects of excellence its infrastructure.

- Facilitate maintenance, preventive care, conservation, improvement of structures and physical facilities within the environment through a working calendar, identifying the allocation of resources and assuring optimal supervision.
- Intervene promptly and efficiently in those structures whose conditions represent a health or safety risk that hampers institutional objectives and tasks.
- Preserve and promote our historical heritage as custodians through the restoration, labeling and documentation of the vestiges of the Spanish Headquarters Infantry and Henry Barracks, within a historical and potential outlook.
- Take lead in the elaboration and implementation of policies and programs of ecological preservation, such as recycling, conservation, power savings and water reuse.
- Provide optimum quality spaces for teaching and learning, research, creative work, t recreation and sports, and provide professors and researchers of adequate individual office spaces.
- Provide spaces for cultural and artistic expressions to professors and students.
- Develop additional pedestrian spaces that encourage the interaction and a more comfortable and pleasant flow of people on campus, to stimulate thought, knowledge and reflection.
- Promote university architectural heritage tours, visiting parks, gardens, the Museum of Art Dr. Pio Lopez Martinez and Green Shadows Park (Parque de las Verdes Sombras).
- Implement a continued comprehensive plan of landscaping and forestation to create UPR at Cayey a green community and provide continuity to the declared statement of grounds "Agustin Stahl Botanical Garden" (December 8, 1976) and bird conservation.
- Preserve works of art according to established Certification 46 2003-04 the Academic Senate.
- Promote Green Shadow Park as a passive recreational area and a center that encourages appreciation and research on the Puerto Rican flora.
- Ensure that the physical facilities are free from architectural barriers.
- Ensure that the physical facilities are appropriate and guarantee safety.
- Promote the enjoyment and preservation of green spaces on campus.

Key Area IX

Administrative and Managerial Optimization

Critical Issue

Cultivate in all sectors of the university community, especially the administrative and executive, a commitment towards a comprehensive academic excellence project.

Directions

- Promote the assessment, evaluation and review of academic and administrative processes in view of the regulations, procedures and work organization to respond in an agile and flexible manner, to the academic project that gives meaning to our existence.
- Grant greater authority and responsibilities to departments, redirecting resources and responsibilities to the institution base: departments, programs and offices.
- Use technology to its optimum level to facilitate management processes and reduce the printed documentation and hard copy files, without neglecting the historic memory that ensures the continuity and the advancement of the institution.
- Foster continuous retraining of all members of the University community, including topics on health and occupational safety, ethics government law, among others.
- Develop a plan for evaluation of all staff and services.
- Adapt administrative functions with the profile of the University of the 21st Century and provide programs for retraining and bring up to date the description of the functions, leading to the implementation of an updated plan of classification of the UPR.
- Adapt the budget distribution to a work plan that recognizes the institutional priorities through a culture of evaluation of fiscal operations, its expenditure profiles and trends in the use of the budget to ensure that the primary functions of the university, its goals and objectives are provided with adequate resources.
- Recognize the merits in the university labor performances.

Key Area X

Strengthened institutional identity

Critical Issue

Strengthen the identity and institutional prestige through the exposition of all administrative initiatives of the institution to maintain close links with alumni, retirees and community at large

Directions

- Disseminate periodically institutional information that is collected and facilitate it to the university community.
- Design and implement a plan for collection of funds based on institutional priorities.
- Further promote the dissemination of university achievements in the national and regional media in the country.
- Continue efforts to maintain close links with former students.
- Expand and update professional courses and programs and inform the alumni.
- Update and expand the database of alumni of the UPR.
- Promote the integration of former students in the different activities offered by the institution.
- Encourage the participation of the university community in the academic and cultural agenda.
- Promote bonding of the alma mater to the university community.

Revised by Committee of Planning and Assessment of the Faculty
November 9, 2006

English revision by Prof. Gladys Ramos García
February 25th, 2011

APPENDIX C – UPR-CAYEY ORGANIZATIONAL CHART

APPENDIX D – UPR-CAYEY KEY LEADERSHIP POSITION



Unit	Key Leadership Positions as of May 13, 2013					Key Leadership Positions Sept. 2010 thru May 2013				
	NAME	TITLE	Gender	Ethnicity	Official Unit	NAME	TITLE	Gender	Ethnicity	Official Unit
Chancellor's Office	Dr. José Noel Carballo Ríos	Interim Chancellor	M	3	Mathematics-Physics	Dr. Juan N. Verona	Chancellor (through 05/13)	M	3	Pedagogy
	Dr. Glorieve Rosario Pérez	Interim Academic Dean	F	3	Biology	Dr. José Molina Cotto	Academic Dean (through 01/13)	F	3	Biology
Dean of Academic Affairs	Dr. William Ríos	Associate Academic Dean (as of 06/12)	M	3	Pedagogy	Dr. Glorieve Rosario Pérez	Associate Academic Dean (through 01/13)	F	3	Biology
	Dr. Edwin Flores	Associate Academic Dean	M	3	Pedagogy	Prof. Ricardo Colón Olino	Associate Academic Dean (through 05/12)	M	3	Business
Dean of Administration	Samuel González González, Esquire	Interim Administrative Dean	M	3	External Community	Prof. Angel R. Rivera*	Administrative Dean (through 05/13)	M	3	Exchange Office
Dean Student Affairs	Dr. Sarah Malave Labron	Interim Dean of Students	F	3	Social Sciences	Dr. Ivonne Byron	Dean of Students (through 05/13)	F	3	Student Counseling Center
Budget Director	Mr. Gonzalo Colón	Director	M	3	Budget Office	Mr. Gonzalo Colón	Director	M	3	Budget Office
Chief Financial Officer	Mr. José Colón	Director	M	3	Finance Office	Mr. José Colón	Director	M	3	Finance Office
Human Resources Office	Mr. Juan Santiago	Interim Director	M	3	Physical Resources	Mr. José Nolo*	Director (through 05/13)	M	3	Physical Resources
Accreditation Liaison Officer	Prof. Iramanette Torres-Lugo	Director Assessment & Institutional Research	F	3	AIR Office	Prof. Iramanette Torres-Lugo	Director Assessment & Institutional Research	F	3	AIR Office
Library	Prof. Sonia Daxila	Interim Director	F	3	Library	Prof. Alva León	Interim Director (through 05/13)	F	3	Library
Assessment & Institutional Research	Prof. Iramanette Torres-Lugo	Director	F	3	AIR Office	Prof. Iramanette Torres-Lugo	Director	F	3	AIR Office
Planning	Prof. Iramanette Torres-Lugo**	Director	F	3	AIR Office	Prof. Iramanette Torres-Lugo**	Director	F	3	AIR Office
Business Administration Department	Prof. Ediel Rivera	Director	M	3	Business	Prof. Ediel Rivera	Director	M	3	Business
Chemistry Department	Dr. Wilfredo Resto	Director	M	3	Chemistry	Dr. Juan Estévez	Director (through 03/12)	M	3	Chemistry
English Department	Dr. María Rodríguez	Director	F	3	English	Dr. María Rodríguez	Director	F	3	English
Hispanic Studies Department	Dr. José Pérez Pelay	Director	M	3	Hispanic Studies	Dr. José Pérez Pelay	Director	M	3	Hispanic Studies
Humanities Department	Prof. Harry Hernández	Director	M	3	Humanities	Prof. Harry Hernández	Director	M	3	Humanities
Mathematics Department	Prof. Julia Rodríguez	Interim Director	F	3	Mathematics	Prof. Rolando Cid***	Interim Director (through 05/13)	F	3	Mathematics
Office Administration Technologies Program	Prof. Amilia Carballo	Director	F	3	Office Administration	Prof. Amilia Carballo	Director	F	3	Office Administration
Pedagogy Department	Dr. William Ríos	Director	M	3	Pedagogy	Dr. William Ríos	Director	M	3	Pedagogy
Physical Education Program	Dr. Edwin Flores	Director	M	3	Pedagogy	Prof. Edwin Colón	Director (through 11/10)	M	3	Pedagogy



Institutional Key Leadership Positions 2008-2009 through May 13, 2013
at the University of Puerto Rico (no H copy)

Unit	Key Leadership Positions as of May 13, 2013					Key Leadership Positions Sept. 2010 thru May 2013				
	NAME	TITLE	Gender	Ethnicity	Official Unit	NAME	TITLE	Gender	Ethnicity	Official Unit
Social Sciences Department	Dr. Nelson Miranda	Interim Director	M	3	Social Sciences	Dr. Luis Galanes	Director (through 05/13)	M	3	Social Sciences
Biology Department	Dr. Ricardo Chiesa	Director	M	3	Biology	Dr. Ricardo Chiesa	Director	M	3	Biology
Natural Sciences Program	Dr. Glorive Rosario Pérez	Director	F	3	Biology	Dr. Glorive Rosario Pérez	Director	F	3	Biology
Information Technology Office	Mr. Ramon Martinez	Director	M	3	IT Office	Mr. Ramon Martinez	Director	M	3	IT Office

Ethnicity: 1. White, Non-Hispanic; 2. Black, Non-Hispanic; 3. Hispanic; 4. Asian; 5. Pacific Islander; 6. Native American

*Retired July 1, 2013
** Assessment & Institutional Research Office is being merged with the Planning and Development Office
*** Adjunct Faculty Member



Unit	Key Leadership Positions: 2009-2010					Key Leadership Positions: 2008-2009				
	NAME	TITLE	Gender	Ethnicity	Official Unit	NAME	TITLE	Gender	Ethnicity	Official Unit
Chancellor's Office	Dr. Raúl J. Castro	Interim Chancellor (through 09/10)	M	3	Chemistry	Dr. Ram S. Lamba	Chancellor (through 09/09)	M	4	Chemistry
	Dr. José Molina	Academic Dean	M	3	Biology	Dr. Raúl J. Castro	Academic Dean (through 09/09)	M	3	Chemistry
Dean of Academic Affairs	Dr. Maria Rodriguez	Associate Academic Dean (through 09/10)	F	3	English	Dr. Maria Rodriguez	Associate Academic Dean	F	3	English
	Dr. Carlos Casanova	Associate Academic Dean (through 11/10)	M	3	Humanities	Dr. José A. Molina	Associate Academic Dean (through 09/09)	M	3	Biology
Dean of Administration	Ms. Maria Santiago	Interim Dean (through 09/10)	F	3	Finance Office	Prof. Edel Rivera	Dean (through 06/09)	M	3	Business
Dean Student Affairs	Dr. José O. Rosado	Interim Dean (through 09/10)	M	3	English	Dr. Elena Gonzalez	Dean (through 07/09)	F	3	English
Budget Director	Mr. Gonzalo Colón	Budget Director	M	3	Budget Office	Mr. Gonzalo Colón	Budget Director	M	3	Budget Office
Chief Financial Officer	Mr. José Colón	Interim Director	M	3	Finance Office	Mr. Osvaldo Iasanta	Director (through 09/09)	M	3	Finance Office
Human Resources Office	Mr. Juan Santiago	Director (through 09/10)	M	3	Human Resources	Ms. Ana M. Carpena	Director	F	3	Human Resources
Accreditation Liaison Officer	Prof. Irmannette Torres-Lugo	Director AIR	F	3	AIR Office	Prof. Irmannette Torres-Lugo	Director AIR	F	3	AIR Office
Library	Prof. Sonia Dajila	Director (through 09/10)	F	3	Library	Prof. Sonia Dajila	Director	F	3	Library
Assessment & Institutional Research	Prof. Irmannette Torres-Lugo	Director	F	3	AIR Office	Prof. Irmannette Torres-Lugo	Director	F	3	AIR Office
Planning	Prof. Francisco Rivera	Interim Director (through 09/10)	M	3	Business	Prof. Wanda Yordán	Director	F	3	Planning Office
Business Administration Department	Prof. Edel Rivera	Interim Director	M	3	Business	Prof. José Pérez Lavona	Director (through 07/09)	M	3	Business
Chemistry Department	Dr. Eliba Reyes	Interim Director (through 09/10)	F	3	Chemistry	Dr. Edgar Miranda	Director (through 06/09)	M	3	Chemistry
English Department	Dr. Walter Rybakiewicz	Director (through 09/10)	M	1	English	Dr. Walter Rybakiewicz	Director	M	1	English
Hispanic Studies Department	Dr. Miguel Fornetín	Director	M	3	Hispanic Studies	Dr. Miguel A. Fornetín	Director	M	3	Hispanic Studies
Humanities Department	Dra. Yasmil Buzú	Director (through 09/10)	F	3	Humanities	Dra. Yasmil Buzú	Director	F	3	Humanities
Mathematics Department	Dr. Edwin Mora	Director (through 09/10)	M	3	Mathematics	Dr. Edwin Mora	Director	M	3	Mathematics
Office Administration Technologies Program	Dr. Elizabeth Miranda	Director (through 09/10)	F	3	Office Administration	Dr. Elizabeth Miranda	Director	F	3	Office Administration
Pedagogy Department	Dr. Edwin Flores	Director (through 09/10)	M	3	Pedagogy	Dr. Edwin Flores	Director Interim	M	3	Pedagogy
Physical Education Program	Prof. Efraín Colón	Director	M	3	Pedagogy	Prof. Efraín Colón	Director	M	3	Pedagogy



Institutional Key Leadership Positions: 2008-2009 through May 13, 2013
at the University of Puerto Rico (CNSY)

Unit	Key Leadership Positions: 2009-2010					Key Leadership Positions: 2008-2009				
	NAME	TITLE	Gender	Ethnicity	Official Unit	NAME	TITLE	Gender	Ethnicity	Official Unit
Social Sciences Department	Dr. Luis Galanes	Director	M	3	Social Sciences	Dr. Luis Galanes	Director	M	3	Social Sciences
Biology Department	Prof. Edgar Urea	Director (through 09/7/10)	M	3	Biology	Dr. José A. Malina	Director	M	3	Biology
Natural Sciences Program	Dr. Glorivae Rosario Pérez	Director	F	3	Biology	Dr. Glorivae Rosario Pérez	Director	F	3	Biology
Information Technology Office	Mr. Ramon Martinez	Interim Director	M	3	IT Office	Ms. Rosa M. Ramirez	Director (through 08/09)	F	3	IT Office

Ethnicity: 1. White, Non-Hispanic; 2. Black, Non-Hispanic; 3. Hispanic; 4. Asian; Pacific Islander; 5. Native American