University of Puerto Rico at Carolina
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Self-Study Report

Submitted to
Middle States Commission on Higher Education

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October 2021

Table of Contents

List of Tables i

List of Figures iii

List of Appendixes iv

Executive Summary 1

Introduction 2

Steering Committee Members 4

Standard I: Mission and Goals 7

Standard II: Ethics and Integrity 11

Standard III: Design and Delivery of Student Learning Experience 21

Standard IV: Student Support Services 42

Standard V: Educational Effectiveness Assessment 56

Standard VI: Planning, Resources, and Institutional Improvement 67

Standard VII: Governance, Leadership, and Administration 78

Glossary 87

Appendixes 88

List of Tables

Table 1: Student Population Profile 2

Table 2: Student Right to Know Information 19

Table 3: UPRCA Educational Programs 22

Table 4: Professional Certifications 23

Table 5: Quantity of Workshops Offered, and Students Impacted 2016-2020 25

Table 6: Tutoring Statistics 2016-2020 26

Table 7: Guidelines for the Evaluation of Academic Programs at the UPR (2019-2020) 28

Table 8: Total Courses (Distinct Count) – Number of distance and hybrid courses, counting only the original course for each quarter-term 32

Table 9: Total Courses – Including distance and hybrid sections, for each quarter-term from 2016-2017 to the present. 33

Table 10: Students Enrolled in Distance and Hybrid Courses, from 2016-2017 to 2020-2021 34

Table 11: UPRCA Faculty by Gender 35

Table 12: UPRCA Faculty Profile 36

Table 13: UPRCA Faculty Academic Rank and Type of Contract (Teaching faculty) 36

Table 14: UPRCA Faculty by Categories 37

Table 15: Academic Research and Creative Works Proposals Approved by UPRCA 38

Table 16: Research Working Group UPRCA 38

Table 17: Faculty Promotion Elements, Evidence, and Multiplication Factors 40

Table 18: Academic Rank Promotions 41

Table 19: Percentage of Satisfactory Responses to Presented Items – Financial Aid 45

Table 20: Percentage of Satisfactory Responses to Presented Items – Registrar 46

Table 21: Percentage of Satisfactory Responses to Presented Items - Counseling and Psychological Services 47

Table 22: Percentage of Satisfactory Responses to Presented Items - Medical Service Office 48

Table 23: Student Organizations 49

Table 24: Job Fairs 51

Table 25: Extracurricular Activities 52

Table 26: Percentage of Satisfactory Responses on the Ombudsperson 53

Table 27: Results from the 2019-2020 General Satisfaction Survey - Student Ombudsperson Office (revised items). 53

Table 28: Results from the 2016-2019 General Satisfaction Survey - Office of Student Services for the Disabled (Percentage of satisfactory responses) 54

Table 29: Results from the 2019-2020 General Satisfaction Survey - Office of Student Services for the Disabled (New Items 54

Table 30: Goals, REA's and General Education Courses 57

Table 31: Courses Assessed for the First Time per Academic Year 58

Table 32: Sections Assessed for the Last Five Years 59

Table 33: Use of Assessment Results for Decision Making at the Academic Programs 60

Table 34: Key findings from the Course Satisfaction Questionnaire 61

Table 35: Student Participation in Extracurricular Activities 62

Table 36: Students' Satisfaction with acquired knowledge and skills (Exit Survey, 2019) 62

Table 37: Key Data from the Interests and Need Assessment Questionnaire (2020) used for referrals and documenting the need for support services. 63

Table 38: Outcomes Assessment Action Results 64

Table 39: Budget Projections by Program FY 2020-2021 to 2024-2025 70

Table 40: Budget Projections by Category Expenses FY 2020-2021 to 2024-2025 71

List of Figures

Figure 1: Number of Works Reviewed through the UPR Carolina Writing Center 26

Figure 2: Number of Students Enrolled in Distance Courses from 2016-2020 34

Figure 3: Community Participation by Sectors 69

Figure 4: Budget Projections by Program 72

Figure 5: DECEP Income for the Last Five Years 73

Figure 6: DECEP's Revenues by Main Revenues Sources 73

List of Appendixes

Appendix 1: Certification 27, 2019-2020 and Certification 27A, 2019-2020

Appendix 2: Article XI, Sections 11.1 – 11.4 - General By-Laws of the University of Puerto Rico

Appendix 3: Article IX, Section B - UPR Carolina Faculty Manual

Appendix 4: Articles 2.9, 2.15, 2.18, 2.26, 2.31 and 2.36, Chapter II - University of Puerto Rico General Student By-Laws

Appendix 5: Article 6.2 – UPR Student General By-Laws

Appendix 6: University of Puerto Rico Policy on Patents, Innovations, and their Commercialization

Appendix 7: Article VII – University of Puerto Rico Institutional Policy on Copyrights

Appendix 8: University of Puerto Rico Policy against Discrimination

Appendix 9: Sections 31.1 through 31.3, Article 31 from, UPR General By-Laws

Appendix 10: Article VIII and Article XIX – Institutional Policy against Sexual Harassment

Appendix 11: Considerations and Rights of Pregnant Students

Appendix 12: Articles VI, VII and IX – Protocol for the Prevention and Handling of Sexual Violence Cases at the University of Puerto Rico

Appendix 13: Title IX Coordinator

Appendix 14: Building Equity Gender Project

Appendix 15: Grievance Procedure – Collective Bargaining Agreement of the Exempt Non-Teaching Employees Union of the University of Puerto Rico

Appendix 16: Distance Education Policy of the University of Puerto Rico at Carolina

Appendix 17: Article XXII – Institutional Protocol of the University of Puerto Rico for the Prevention and Adequate Management of Domestic Violence Situations at the Workplace

Appendix 18: Policy of Conflict of Interest and Disclosure of Financial Interest in Research and other Sponsored Programs of the UPR

Appendix 19: Policy and Guidelines for Financial Conflicts of Interest and Commitments in Research and Sponsored Programs of the University of Puerto Rico

Appendix 20: Rules for the Administration of the Recruitment System for Non-Teaching Personnel of the UPR

Appendix 21: Tutoring Office Services

Appendix 22: Learning Commons: Empowering Students and Faculty

Appendix 23: Certification 45, 2019-2020

Appendix 24: Institutional Effectiveness Report 2019-2020

Appendix 25: Resources to Support Teaching and Student Management

Appendix 26: Institutional Committee for Distance Education

Appendix 27: Certified Professors to Design and Offer Online Courses

Appendix 28: Distance Education Office, Online Courses Certification Criteria

Appendix 29: Distance Education Certification – UPR Humacao

Appendix 30: Certification 11, 2020-2021

Appendix 31: Certification 2020-128

Appendix 32: Certification 2020-129

Appendix 33: Guide to Faculty Rank Promotion, Checklist – Formula for Candidates for Rank Promotion and Faculty Development Plan

Appendix 34: Admission Criteria of the UPR

Appendix 35: Transfer Admission Procedures and Requirements

Appendix 36: Certification 35, 2007-2008

Appendix 37: Crosstab Report

Appendix 38: Athletes Academic Requirements

Appendix 39: Institutional Assessment System

Appendix 40: Institutional Assessment System - Assessment Rubric

Appendix 41: Five-year Assessment Plans

Appendix 42: Alignment among courses in the majors and GenEd

Appendix 43: Budget Request Template

Appendix 44: Budget Analysis

Appendix 45: UnEx

Appendix 46: Technology Infrastructure Renewal Plan

Appendix 47: Community Development Block Grant for Disaster Recovery Proposal

Appendix 48: Article 3, Law No. 1, 1966 as amended

Appendix 49: Article 4.2 General Ethical Prohibitions

Appendix 50: Chancellor Consultation Process

Appendix 51: Certification 39, 2015-2016

Appendix 52: Certification 60, 2015-2016

Appendix 53: Coronavirus Response and Relief Supplemental Appropriation Act

Appendix 54: Admission Office Transfer Request

Executive Summary

The Self-Study provided the institution with a participatory process that revealed issues requiring urgent attention as well as others working out notably, having in mind institutional improvement as the goal that guided every action taken. Major findings at University of Puerto Rico at Carolina included a strong support throughout student life, high satisfaction with support services, successful initiatives to ensure sustainability, effective response to challenges, and outcomes assessment that led to the implementation of change. Findings and opportunities for improvement involve topics as follow:

- Adequate student support for admission until graduation.
- Successful initiatives to ensure financial sustainability.
- Institutional consciousness on external circumstances.
- Alignment of institutional priorities with planning and the mission.
- Need to strengthen communication with external stakeholders, including alumni.
- Distance education delivery opportunities.
- Technology as an indispensable tool to the teaching experience.

The Institution looks forward to working with these challenges as well as improving identified strengths to guarantee academic success for all its students, as it has demonstrated in its forty-seven-year history.

Introduction

The University of Puerto Rico at Carolina (UPRCA) was founded in 1974 as part of the University of Puerto Rico (UPR) System. Currently made up of 11 units, this is the only public system of Higher Education in Puerto Rico. The Middle States Commission on Higher Education first accredited the Institution, known at that time as Carolina Regional College, in 1978. Twenty-one years later, Carolina became an autonomous campus within the UPR System. Accreditation was last reaffirmed in June 2019. Bachelor and associate degree levels are included within the institutional accreditation scope. Carnegie classification categories describe UPRCA as a diverse field four-year primarily non-residential public baccalaureate institution. Carolina is located east of the capital city and is one of the largest and most developed on the Island. The UPRCA campus consists of multiple buildings built on a 57-acre field with teaching, sports, dining, and arts facilities. Adequate parking spaces and recreational areas are also available.

Student Population

The University serves a population of approximately 2,373 students that come from the city of Carolina as well as other adjacent ones like Río Grande, Canóvanas, Trujillo Alto, Bayamón, and Caguas. Nearly half of the students are low-income who earn below $23,000 per year. A high percentage receives financial aid, mostly Pell grants. The following table shows a summarized profile of the student population at UPRCA:

Table 1: Student Population Profile

UPRCA Student Profile	
Student Data	**Percentage**
Dependent	89.4
Nondependent	10.6
Financial Aid	76.6
Full Pell Grants	56.2
Income: below $23,000	58.3
Male	36.0
Female	64.0
Origin: Carolina	20.0
Origin: Cities adjacent to campus	32.0
Origin: public high school	48.0
Origin: private high school	35.0

Institutional Priorities

Exceptional events that occurred in Puerto Rico as well as a specific request from MSCHE played an important role for priorities' selection. Among those are:

- US Congress approval of the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA, June 2016).
- Hurricanes María and Irma (September 2017).
- Earthquakes (December 28, 2019-present).
- Covid 19 pandemic (present).

All these events had an impact on institutional finances, enrollment, infrastructure (physical and technological), and human resources. The situation required an examination of the institutional mission that would render necessary changes to guarantee financial sustainability and provide assistance to students and staff in need. The priorities addressed direct topics of particular interest to the institution:

1. External Resources and Research
2. Academic Innovation
3. Advance Student Academic and Professional Goals
4. Data driven Decision-Making

These priorities were included in strategic and financial planning, aligned with the mission, and approved by campus authorities. Institutional approval procedures are explained in the Self-Study narrative.

Self-Study Approach

UPRCA chose a standard-based approach for several reasons. It provides for an in-depth look at standards, enabling campus constituents to become better informed about the revisions made by MSCHE. Standards are considered individually; hence, the analysis of assessment processes is facilitated and helps define more clearly where the institution is headed in times of financial constraints. Finally, guidance in the Self-Study Institute from most institutions and the MSCHE staff recommended the standards-based approach.

Self-Study Organization

This introduction is followed by individual chapters that address each standard, a Federal Compliance section, and a conclusion. Chapter content organization is as follows:

- Quote of the corresponding standard
- Brief compliance statements
- Analytical narrative
- Conclusion
- Strengths and Opportunities for Improvement and Innovation arranged in bullets.

Steering Committee Members

Members	Title
Dr. José L. Ayala	Interim Dean for Academic Affairs
Prof. Jonathan F. Ramos	Interim Dean of School of Hotel and Restaurant Administration
Prof. Stanley Portela	Accreditation Liaison Officer, Chair
Dr. Cristina Martínez	Director - Planning Office, Cochair
Dr. Wanda Rodríguez	Acting Associate Dean for Academic Affairs, Cochair
Mr. Rafael Gierbolini	Director - Budget Office
Ms. Luz M. Cortijo	Administrative Assistant
Ms. Alejandra P. Rodríguez	Student Council President

Working Group Members

Standard I: Mission and Goals

Members	Title
Prof. Magaly Hernández, Leader	Faculty - Business Administration
Dr. Mónica Lladó, Co-leader	Faculty - Spanish Department
Dr. Mayra Encarnación, Member	Faculty - Spanish Department
Prof. Alejandro Apesteguía, Member	Faculty - Humanities
Mrs. Perlie Adorno, Member	Administrative Officer - School of Hotel and Restaurant Administration
Ms. Alondra P. Cátala, Member	Student Representative

Standard II: Ethics and Integrity

Members	Title
Dr. Joselyn Rivera, Leader	Interim Compliance Officer - Equal Employment Opportunity Office
Mrs. Ana Y. Rivera, Co-leader	Interim Dean for Student Affairs
Dr. Roberto Díaz, Member	Student Ombudsman
Mrs. Suheily Pastor, Member	Officer - Financial Aid Office,
Mr. Robert Santiago, Member	Administrative Officer - Office of the Dean of Academic Affairs
Mrs. Carmen Colón, Member	Human Resources Analyst
Dr. Angélica Torres, Member	Title IX Coordinator
Dr. Giselle Rodríguez, Member	Clinical Phycologist

Standard III: Design and Delivery of Student Learning Experience

Members	Title
Dr. Lizaida López, Leader	Faculty - Criminal Justice
Dr. José García, Co-leader	Faculty - Natural Science
Dr. Angélica Torres, Member	Title IX Coordiantor
Mrs. Ketty González, Member	Administrative Officer - Office of the Dean of Academic Affairs
Prof. Angel Millán, Member	Librarian
Dr. Damaris de Jesús, Member	Faculty - Criminal Justice
Pro. Marilyn Rivera, Member	Faculty - Tourism
Mr. José Rodríguez	Student Representative

Standard IV: Support of the Student Experience

Members	Title
Dr. Antonio Vidal, Leader	Director - Department of Counseling and Psychological Services
Dr. Gerardo Perfecto, Co-leader	Faculty - Criminal Justice
Prof. Milagros Ramos, Member	Counselor - Department of Counseling and Psychological Services
Ms. Lysette Montes, Member	Administrative Assistant
Celia Méndez, Member	Director - Admission Office
Alexy Ramírez, Member	Coordinator - Office of Services for the Handicapped
Zaida Díaz, Member	Medical Director
Yaelivette Irizarry, Member	Student Representative

Standard V: Educational Effectiveness Assessment

Members	Title
Dr. José Rodríguez, Leader	Researcher - Planning, Research and Institutional Effectiveness
Prof. Helvia Guzmán, Co-leader	Faculty - English Department
Mrs. Lourdes Ortiz, Member	Administrative Assistant
Dr. Delia Robles, Member	Faculty - Spanish Department
Dr. George Otero, Member	Faculty - Business Administration
Dr. Roberto Vizcarrondo, Member	Faculty - Natural Science
Ms. Adriana Martínez, Member	Student Representative

Standard VI: Planning, Resources and Institutional Improvement

Members	Title
Prof. Miguel Pérez, Leader	Director - Division of Continuing Education and Professional Studies
Mr. Rafael Gierbolini, Co-Leader	Director - Budget Office
Mr. Víctor González, Member	Director Finance Office
Mr. Juan Torres, Member	Accountant
Prof. Christopher Castillo, Member	Faculty - Design Department
Mrs. Sarahí Guadalupe, Member	Budget Analyst
Mr. Carlos Pérez, Member	UnEx Coordinator

Standard VII: Governance, Leadership, and Administration

Members	**Title**
Prof. Eileen Díaz, Leader	Faculty - Design Department
Dr. Bianca Aponte, Co-Leader	Faculty - Humanities
Mrs. Nery Gordils, Member	Human Resources Specialist
Prof. Walbert Marcano, Member	Faculty - Education
Dr. Ramonita Román, Member	Faculty - Office Systems
Prof. Lourdes Andino, Member	Research - Office of the Dean of Academic Affairs
Dr. Jorge Carranza	Faculty - Engineering Technology

Translators

Prof. Luz Lizarribar	Faculty – English Department
Prof. Adriana Horta	Faculty – English Department
Prof. Maritza Mateo	Faculty – English Department

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfils its mission.

Satisfactorily Met the Standard and the Requirements of Affiliation

The University of Puerto Rico at Carolina meets the four criteria and all sub-criteria of Standard I. In addition, the University of Puerto Rico at Carolina also meets the two Requirements of Affiliation for The Middle States Commission on Higher Education that map onto Standard I, specifically to requirement 7: The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education; requirement 8: The institution systematically evaluates its educational program, as well as other programs, and makes public how well and in what ways it is accomplishing its purposes; and requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Introduction

Evaluation processes play a fundamental role for institutional growth and development. The University of Puerto Rico at Carolina (UPRCA) shares common values that lead to the achievement of its goals. Community participation becomes vital to achieve goals and values. This chapter describes the revision process that guided institutional constituents to develop an updated Mission statement consistent with institutional values and standards of higher education.

Analytical Narrative

The UPRCA mission clearly defines the purpose of the university:

Mission

The University of Puerto Rico at Carolina is part of the public higher education system and its services are available to all sectors in our society. It offers a unique quarter-term calendar program of studies focused on the arts, the sciences, hospitality, and technology that allows students to complete an academic degree in less time within the UPR System. The Institution is committed to provide students with a holistic education that enables them to enter the labor market or pursue advanced studies to strengthen their professional development and contribution to their homeland.

Vision

The Institution strives to impact a diverse, dynamic, changing, and globalized society. Recognized by employers for its academic excellence and services. Committed with the development of new knowledge through research from its faculty and students both national and internationally.

Values

- Excellence: High-quality level of teaching offered at the institution that enables our graduates to contribute to society.
- Integrity, ethics, and academic honesty: Institutional rectitude that sets itself as an example to society in the process of creating new knowledge.
- Diversity and social awareness: Contribution to the establishment of a society that respects diversity of ideas and fosters a humanistic education.
- Culture of service: The institutional performance to serve the educational process.

Goals

- Provide opportunities for academic, professional, and cultural development to students in and out of Puerto Rico.
- Increase the outreach of UPR-Carolina unique academic offerings.
- Provide an efficient support for the completion of academic degrees in a shorter time frame.
- Offer a comprehensive education that helps transition its graduates into the labor market and advanced studies.

The last revision of the mission statement was developed under a process that considered the alignment of institutional priorities and goals with strategic and financial planning. The mission and goals established by the UPRCA were developed through an ample and collaborative participation process that includes all university constituents as follows:

- An ad-hoc Committee
- The Institutional Accreditation, Assessment, Planning, and Budget Committee (CIAAPP for its Spanish acronym).
- The university community.
- The Academic Senate.

An ad-hoc committee was appointed in 2016 to initiate the review process. This committee considered the following elements to conduct its revision:

- Institutional strengths, weaknesses, threats, and opportunities.
- A comparative analysis of goals, objectives, and values with those of other campuses of the UPR system, as well as of other private institutions.

This analysis helped in establishing strategies to face challenges and identify new opportunities for growth and development. The committee recommended a new version of the mission that focused on distinctive characteristics of the Carolina campus within the UPR System:

- Unique academic offerings: Over 80% of majors available only at Carolina focused on the arts, the sciences, hospitality, and technology (See Table 3).
- The quarter-term calendar schedule provides for a shorter time to complete an academic degree.

The mission draft was submitted to the CIAAPP, to the university community for feedback, and to the Academic Senate. The institution also requested MSCHE advice concerning substantive change policies. The examination of the draft determined that it did not constitute a substantive change. The new mission, vision, goals, and objectives of the UPRCA were approved and supported by the deliberative bodies as shown in Appendix 1: Certification 27, 2019-2020 and Certification 27A, 2019-2020).

The planning process, the allocation of resources, the development of programs and study plans, and the definition of the institutional and educational outcomes are aligned with the mission, vision, and goals. These means constitute a foundation to guide decision-making of the faculty, administration, non-faculty personnel, and governance structures.

The academic offerings and extracurricular activities developed by the Deans of Academic Affairs and Student Affairs provide opportunities for students to enrich their academic formation through extra-curricular activities with different approaches to the arts, culture, research, and academia (See Standard III: Design and Delivery of the Student Experience).

The vision supports the development of research by professors and students. UPRCA has established various mechanisms to support this area, such as the Committee on Investigation and Academic Creation (CICA for its Spanish acronym), the Institutional Policy on Investigation and Academic Creation, the systemic program UPR-IPERT: Innovative Programs to Enhance Research Training, and the Faculty Resource Network, among others. Seed funds are offered annually to the faculty to carry out research and creative work projects. Also, professors and students share and expose creative works in the Annual Congress of Research and Academic Creation. The mission is disclosed in the UPRCA web site and in the institutional catalog.

Conclusion

UPRCA meets Standard 1 of the MSCHE as well as the affiliation requirements 7, 8, and 10. In the periodic revision of the mission, we consider our strengths as well as the opportunities to improve the institution and its academic offerings. As a higher education institution, we place major emphasis on excellence in teaching and providing social and cultural activities for the benefit of our students and the community we serve.

Strengths

- The UPRCA Mission promotes research opportunities to faculty and students.
- Students are provided with a variety of scenarios outside the campus to increase their cultural and academic experience.
- UPRCA makes available unique academic offerings in the UPR System that promote specialized academic innovation.
- UPRCA examines its Mission Statement through an organized procedure that includes the entire university community.
- The Institutional Mission Statement considers events and circumstances that affect the immediate environment that surrounds the university.
- The Mission Statement is directly linked to institutional priorities.

Opportunities for Improvement and Innovation

- Establish a formal institutional policy that will strengthen the process of assessing the mission and goals.
- Improve the process of tracking information to identify the success of our alumni in the working world and in graduate studies.
- Enhance resources for faculty research development.
- Increase institutional outreach through distance learning offerings.
- Increase local and international enrollment through distance education.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions in all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Satisfactorily Met the Standard and the Requirements of Affiliation

UPRCA meets the three Requirements of Affiliation for The Middle States Commissions on Higher Education that map onto Standard II: Specifically, requirement #5: The institution complies with all applicable government (usually Federal and state) laws and regulations; requirement #6: The institution complies with applicable Commission, interregional, and inter-institutional policies.; requirement #14: The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

Introduction

The University of Puerto Rico at Carolina (UPRCA) is an institution of excellence, which promotes integrity, ethics, and diversity as fundamental values that support the educational process. Rights and responsibilities of students and faculty, as well as those pertaining to the rest of the employees constituting the university community, are ruled by internal and external procedures, along with state and federal laws aimed at guaranteeing a safe, highly committed, supportive, and reliable environment.

Analytical Narrative

Academic Freedom and Freedom of Expression

Academic freedom is inherent to fulfilling the mission of the University of Puerto Rico at Carolina (UPRCA). Article XI, Sections 11.1 – 11.4 from the General By-Laws of the University of Puerto Rico, grant freedom to teach and to conduct research (Appendix 2). This policy states that it is the University's duty to protect faculty's freedom to teach and to conduct research. Likewise, it acknowledges university personnel's freedom of expression and freedom of association. Article IX, Section B, of the UPR Carolina Faculty Manual provides information on the rights concerning faculty's freedom to teach, to conduct research, and freedom of expression (Appendix 3).

Articles 2.9, 2.15, 2.18, 2.26, 2.31 and 2.36 from Chapter II of University of Puerto Rico General Student By-Laws (Appendix 4), provide students with information about their rights and responsibilities, an honor code of conduct, and the policies and procedures relevant to students. Freedom of expression and freedom of association also apply to students.

Academic Integrity and Intellectual Property

The University of Puerto Rico has established policies related to academic integrity and intellectual property that apply to the Carolina Campus. Article 6.2 of the UPR Student General By-Laws, prohibits academic dishonesty (Appendix 5). This includes, but is not limited to, fraudulent actions, obtaining grades or academic degrees by means of fake or fraudulent simulations, copying the whole or part of another person's academic work, plagiarizing totally or partially another person's work, cheating or copying all or part of another person's answers to the questions of an oral or written exam, taking or getting someone else to take the exam on his/her behalf, as well as providing any help in facilitating another person to incur the aforesaid behavior. Moreover, the Academic Integrity Policy of the University of Puerto Rico at Carolina approved by the Academic Senate, on November 21, 2019, contains additional information related to academic integrity. The aforesaid policy defines and clarifies the actions that are considered as lack of academic integrity.

Regarding student intellectual property, in Chapter II, Article 2.14 (Appendix 4) it is established that students have the right to be asked for their consent and to receive the proper acknowledgement for their contribution, if a student's work is used by a professor, researcher, or any faculty member in a publication, research, conference, or in any way that may serve as a means for disclosure of knowledge.

UPRCA is ruled by the Certification Number 93-140, University of Puerto Rico Institutional Policy on Copyrights and University of Puerto Rico Policy on Patents, Innovations, and their Commercialization (Appendix 6), Certification Number 34, 2018-2019. Article VII, from the first policy, establishes that it aims at protecting, acknowledging, and unfolding information about the rights and responsibilities concerning intellectual property of every individual integrating the university community as well as those relevant to the University of Puerto Rico itself (Appendix 7). Article II from the second policy, page 2, confers the authority to request, evaluate, and commercialize innovations produced by professors, personnel, students, or any other person who may be employed or hired to work at the University of Puerto Rico.

Climate of Respect

UPRCA is committed to promoting a climate that fosters mutual respect among all the students, faculty, teaching and non-teaching staff, and the administration. Promoting a climate of respect is nurtured through the values included in our Mission Statement. Diversity and social awareness are intended to encourage a fair and equitable among the people integrating the university community. Diversity and peaceful coexistence enrich people's humanistic academic background.

The University of Puerto Rico Policy against Discrimination, Certification Number 58, 2004-2005 (Appendix 8) prohibits any type of discrimination regarding education, employment, and concerning the rendering of services, based on race, color sex, birth, age, social origin or status, ancestry, civil status, political ideas or religious beliefs, gender, sexual orientation, national origin, ethnicity, U.S. Army veteran status, or disability. Sections 31.1 through 31.3, Article 31 from, UPR General By-Laws (Appendix 9), prohibited any kind of discrimination in the workplace and instructs all the university staff members to take the necessary affirmative actions to safeguard its policy against discrimination in processes related to recruitment, promotions, transfers, licenses,

dismissals, payments, extraordinary compensations, or university staff training. Similarly, Article 3 requires the university staff members to make public disclosure of these norms.

The UPRCA Office of Equal Employment Opportunity and Affirmative Action, aims at maintaining Carolina Campus's work environment free from discrimination. This office coordinates compliance and information endeavors, designs and implements training, prepares the affirmative action plan, and recommends changes to procedures in order to adjust them to federal and state laws in force. In addition, the training area assigned to the Human Resources Office develops and implements training designed to have faculty and non-teaching personnel acquainted with the laws against discrimination in the workplace.

Article 2.3 from the UPR General Student Regulations, pages 6 - 7, establishes that a non-discrimination policy protects every student in his or her relationship with the University and shall apply to institutional benefits, programs, and services. Students are guaranteed the right to participate orderly in activities carried out by the University, as well as reasonable accommodation to all students with impairments or conditions that may be documented and that do not constitute, per se, inability to undertake college studies or that do not present a risk for others. The Office of Services for Students with Disabilities (OSEI for its Spanish acronym) seeks to protect and guarantee the rights of college students with disabilities, impairments, or special needs, that are studying at UPRCA; and at the same time, fosters and promotes activities designed to help students with disabilities to adapt themselves effectively to college life. Besides the above-mentioned, the office generates training and orientation activities for the faculty and non-teaching staff as well.

The University of Puerto Rico recognizes the importance of respecting diversity and offering students a fair treatment, regardless of sex or gender. On April 13, 2015, the UPR Governing Board approved the Institutional Policy against Sexual Harassment at the University of Puerto Rico, Certification 130, 2014-2015, which defines the different types of sexual harassment, (Article VIII), and the procedures to be followed in order to handle this type of complaints and to establish the policy for protection against retaliation (Article XIX) for reporting alleged sexual harassment acts or for engaging in procedures related to the aforesaid acts (Appendix 10). In the same way, on October 14, 2015, the Presidency of the University issued a letter establishing the Considerations and rights of pregnant students (Appendix 11). On June 30, 2016, the Governing Board approved the Protocol for the prevention and handling of sexual violence cases at the University of Puerto Rico. This protocol sets forth the preventive measures, creates a Committee for Prompt Response to handle these cases, coordinates assistance to the victims, handles the complaint, and channels the applicable disciplinary processes. (See Articles VI, VII section A-B, and IX section A) (Appendix 12).

On March 6, 2019, the UPR Governing Board approved a set of regulations concerning discrimination based on sex and gender, where it is established that all syllabi and course handbooks must include the following: 2.

> The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Governing

> Board, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

UPRCA has designated a Title IX Coordinator (Appendix 13) whose goal is to promote an environment free from discrimination based on sex in university programs and activities. The coordinator provides information, advises, and handles complaints related to discrimination based on sex. It annually trains the Student Council about the current protocols and regulations regarding harassment and sexual violence.

Moreover, the *Proyecto Construyendo Equidad entre Géneros* (Building Equity Gender Project) (Appendix 14) designs and implements activities intended to advise and educate about gender violence and to prevent it at UPRCA. Security staff members and members of the Disciplinary Board are annually trained so that they may respond effectively and identify incidents involving gender-based violence. Furthermore, training is also received by personnel from the Counseling and Psychological Services Department in order to strengthen their knowledge and skills regarding coordination of services, identification of cases, case management, advocacy, follow-up, and referral of gender-based violence cases. The above-mentioned project instructs incoming students too, organizes educational campaigns, and offers training to students to enable them to act appropriately in the event they face any manifestation of gender-based violence.

As requested by the Clery Act, the Campus web page publishes yearly an Annual Safety and Security Report which is disclosed via e-mail. This report includes information related to safety and security on campus and its surroundings. It also includes information about current regulations.

UPRCA fosters alternative dispute resolution mechanisms which promote a healthy coexistence. The Institutional policy on a healthy coexistence at the University of Puerto Rico, rejects violence as a mechanism of dispute resolution at the University and implements a dispute resolution mechanism to promote a healthy coexistence. This policy guarantees freedom of expression and is grounded on four main principles: dialogue, confidence, respect, and a culture of peace. Furthermore, UPRCA Office of the Student Ombudsperson brings the students information and advisory, and coordinates referrals and interventions. The Office of the Student Ombudsperson is a student resource that assists them to address and solve concerns, problems, or conflicts that may arise during university life. The ethical principles guiding the procedures followed by the Office of the Student Ombudsperson are confidentiality, independence, neutrality, and accessibility. A report presenting statistics that include services offered and recommendations to improve healthy coexistence is published every year on the web page.

Grievance Policy

The University of Puerto Rico has implemented policies and procedures applicable to the Carolina Campus targeted at addressing and solving appropriately and promptly to concerns and complaints coming from students, faculty, and staff. These policies and procedures are documented and are disclosed to the university community through its institutional web page addressed to faculty, students, and staff.

The UPR General By-Laws (Article 35.1) state that appointing authorities and supervisory staff shall take measures in order to ensure that the staff members work within an institutional climate of harmony, respect, and comradery, including procedures and resources designed for managing complaints against individuals composing the university staff. This includes investigating and imposing disciplinary measures to conduct any corrective action with promptness, resolution, and guaranteeing due process of law.

Two collective agreements of the University of Puerto Rico that are applicable to the Carolina Campus enable non-teaching staff at UPRCA to file claims in order to process grievances related to the terms and conditions of their employment. The Collective Bargaining Agreement of the Exempt Non-Teaching Employees Union of the University of Puerto Rico and the Collective Bargaining Agreement of Workers Union of the University of Puerto Rico guarantee that complaints filed by the University staff must be solved impartially and fairly. The Collective Bargaining Agreement of the Exempt Non-Teaching Employees Union of the University of Puerto Rico 2014-2017, Certification Number 34 2014-2015; Grievance Procedure (Appendix 15) and the Collective Bargaining Agreement of Workers Union of the University of Puerto Rico 2014-2017, Certification Number 54 2014-215; Article 21, Grievance Procedure.

The exempt non-teaching employees have at their disposal a formal procedure consisting of five stages to be followed and which starts via verbal communication with the supervisor. If the resolution does not satisfy the complainant, the next stage takes place; and it involves written communication addressed to a higher level, that is, the dean or the director of the office where the complainant works. The following stage consists in submitting the complaint, in writing, to the appointing authority; the fourth stage, presenting the complaint, in writing, to the president of the University; and the fifth, submitting the case to the Bureau of Conciliation and Arbitration of the Department of Labor and Human Resources. The complaint may be resolved in any of the five stages, if the complainant feels satisfied with the resolution. (Collective Bargaining Agreement of Workers Union of the University of Puerto Rico, Certification 34, 2014-2015).

The Workers Union can follow a formal procedure that is conducted by a Grievance Committee and involves presenting a verbal complaint to a Union delegate or addressing a complaint, in writing, to the director of the office where the complainant works, and according to the level of satisfaction, the complaint could be taken to a higher level, to the Human Resources Office, to the Grievance Committee (Collective Bargaining Agreement of Workers Union, Certification 54, 2014-215).

The University of Puerto Rico Regulations of Administrative Appeal Procedures of the UPR (Certification 35, 2018-2019, UPR Governing Board, Article 7-A, Conflict Mediation, page 4) applicable to the Carolina Campus, stipulate that informal resolution of conflicts through a mediation process must be encouraged in cases in which administrative disputes may be solved by means of a voluntary agreement between the parties involved and in disputes that do not necessarily include formal resolution mechanisms. The By-Laws specify the steps to be followed concerning the mediation process. In like manner, it stipulates the norms that shall regulate administrative appeal procedures to adjudicate an appeal filed by any person or entity before one or more appellate authorities of the University of Puerto Rico. Any other matter related to administrative appeal procedures that is not laid down in the above-mentioned by-laws must abide

by the provisions specified in the Uniform Administrative Procedure Act of the Commonwealth of Puerto Rico, Law No.38 of June 30, 2017.

The UPR Student General By-Laws (Chapter 6, Part C, pages 34-36), set down disciplinary processes to manage student conduct subject to sanctions and measures and include a procedure to notify complaints involving students. The Regulations contain a variety of possible concerns, among them, those related to academic integrity, norms and procedures, university property, felonies, and sanctions. Students have services available at the Office of the Student Ombudsperson to implement informal mechanisms aimed at addressing and solving their concerns. The Distance Education Policy of the University of Puerto Rico at Carolina, Certification 8A, 2019-2020, Academic Senate, advises students about the different procedures to file complaints related to policies against sexual harassment, bullying, cyberbullying, and intimidation (Appendix 16).

Title IX Office of the University of Puerto Rico seeks to promote an environment free from sex-based discrimination and to enforce the policies that keep the University in compliance with Title IX of the Federal Education Amendments of 1972; it also provides guidance and a mechanism to file and manage complaints concerning not only students but also teaching and non-teaching staff. Correspondingly, the University acts in accordance with specific institutional policies and protocols regarding sexual harassment, sexual violence, sex-based discrimination, and the like. The Institutional Policy against Sexual Harassment at the University of Puerto Rico, (Certification 130 2014-2015, Governing Board, Article III, page 1), describes the procedures and provisions in relation to filing, investigating, and adjudicating complaints and grievances due to alleged sexual harassment acts and reprisals carried out by members of the university community or visitors against students, employees, teaching staff, contractors, or persons that go to the University of Puerto Rico to receive services or advice. The Protocol for the prevention and handling of sexual violence cases at the University of Puerto Rico, (Certification 140 2015-2016) contains a description about management of informal complaints that do not interfere with other available legal remedies, takes into consideration the survivor's interest to file or not a formal administrative complaint, and preserves the institutional interest in pursuing security, safety, and order.

Article XXII of the Institutional Protocol of the University of Puerto Rico for the Prevention and Adequate Management of Domestic Violence Situations at the Workplace, Certification 66, 2020-2021, Governing Board (Appendix 17) provides for immediate disciplinary or corrective actions whenever an employee perpetrates acts constituting domestic violence.

Conflict of Interest

The University of Puerto Rico at Carolina is governed by laws, regulations, policies, and certifications designed to guarantee fairness and to avoid conflicts of interest or emergence in all activities. The Organic Law of the Office of Government Ethics, Law No. 1 of January 3, 2012, as amended, provides a legal framework to which all staff members must abide by. Hence, in accordance with existing legislation, during the process of recruitment, the staff notifies throughout a form known as Report on Notification of Employment and Contracts between Governmental and Private Entities and Employees of the University of Puerto Rico at Carolina, their positions and jobs outside the university during the contract period.

In order to avoid conflicts of interest during research processes or the appearance of such conflicts in the activities related to the evaluation of research protocols, the Institutional Committee for the Protection of Human Subjects in Research (CIPSHI – CA for its Spanish acronym) includes, in its procedure and request, that any relationship with individuals that are members of the Committee must be informed. Additionally, the Committee evaluates compliance with standards established by federal regulations aimed at avoiding conflicts of interest among researchers and research participants. The University of Puerto Rico adheres to additional policies intended to ensure integrity in research and in the use of funds applicable at UPRCA: Policy of Conflict of Interest and Disclosure of Financial Interest in Research and other Sponsored Programs of the UPR, Certification 63 2007-2008, Board of Trustees (Appendix 18) and Policy and Guidelines for Financial Conflicts of Interest and Commitments in Research and Sponsored Programs of the University of Puerto Rico, Certification 8, 2012-2013, Board of Trustees (Appendix 19).

Fair and Impartial Employment Practices

The Human Resources Office has different tools available to guarantee these processes, including Certification 93-110 – Rules for the Administration of the Recruitment System for Non-Teaching Personnel of the UPR (Appendix 20). This certification is one of the tools applied in the recruitment process for both regular and non-regular positions, non-teaching career employees under the University System, included in the Non-Teaching Staff Classification Plan, concerning equal opportunity, certification, and minimum requirements verification. This rule does not apply in the recruitment process for positions of a confidential nature.

Every applicant for admission at the University System shall receive equal treatment, free of discrimination based on race, gender, color, birth, age, origin, or social condition; nor he/she may be discriminated because of political or religious beliefs, physical or mental impairment, or veteran status. The University System Administration is aimed at ensuring that merit prevails as the main criterion governing recruitment, selection, promotions, transfers, training, and university staff retention.

The Chancellor's Office developed the Internal Regulations for Hiring Professional Services and Miscellaneous Non-Professional Service Contract. The office petitioning the service is responsible for collecting all the documents required to sign the service contract. Any hiring of services must comply with all the eligibility requirements and its corresponding legal approval.

Finally, it is the responsibility of the petitioning office to process all the signatures and documents for the legal approval and to ensure that the contract has been duly registered at the Office of the Comptroller prior to rendering the services required. The services cannot be offered until the contract has been registered by the Human Resources Office.

Honesty and Truthfulness in External Publications

Certification 13, 2015-2016 of the Administrative Board, established an Internal Policy for the purpose of enclosing the Procedure to send all communications through the UPR Carolina E-Mail System (known as cartero.carolina). This policy specifies the basis for the efficient and effective use of massive electronic resources. This process of disclosure starts upon submitting the desired information or advertising to the Information System Office.

Any communication shall be clear, free of grammar errors, and include basic information about the activity, along with a clear description of the topic specifying the group to which the activity is addressed, as well as the contact person's basic information and the institutional identity logo of the University of Puerto Rico. In order to support the physically disabled community, images and text are required as part of any promotion content.

Finally, messages from any external person acting as an individual shall not be disseminated through the internal mechanisms of UPRCA. Any message intended to be submitted through this official mechanism must be handed five (5) days prior to circulation.

Access and Affordability

An affordable education to all sectors of society is a fundamental part of the mission of the University of Puerto Rico at Carolina. Half of the student population is low-income. For this reason, several financial aid alternatives are available to the community.

At present, seventy six percent (76.6%) of students receive financial aid, offered through the Financial Aid Office Federal Supplemental Educational Opportunity Grant (FSEOG), Legislative Scholarship, Federal Student Loans, and Work and Study Program. Students can make decisions based on financial costs, sources, and options before incurring any debt.

Compliance

The University of Puerto Rico at Carolina is committed to promoting equal employment opportunities by complying with state and federal laws, as well as through internal regulations that guarantee non-discriminatory practices and by promoting diversity. The Office of Equal Employment Opportunity and Affirmative Action and Title IX Office are part of the offices collaborating in this process. Thereby, ongoing measures are taken to establish practices and policies that guarantee equitable access to academic and job opportunities, communicated, and shared through institutional e-mail, institutional web site, and furthermore through public notices on bulletin boards and annual reports addressed to the university community.

Information about institutional evaluations as well as graduation and retention rates, certification, and licensing board or licenses approval rates, assessment, accreditations, and other research is consistently published through the Research, Planning, Effectiveness Institutional Office to ensure access and transparency concerning data. Moreover, we are committed to notifying substantial changes affecting the institutional mission, goals, programs, or operations of the institution.

The institutional Student Right to Know web page (See the Institutional Federal Compliance Report) provides access to information related to accreditation-related federal regulations as well as topics and resources that students use frequently. The following table provides a summary of the content of the page:

Table 2: Student Right to Know Information

*Student Right to Know Information	
Academic progress	Institutional policies and regulations
Licensure pass rates	Class attendance
Refunds	Transfers
Withdrawals	Links to complaint forms
Leave of Absence	Security reports
Program completion	Financial aid
Institutional catalog	Tuition costs and net price calculator

*To access all topics, see *Institutional Federal Compliance Report.*

Each quarter-term the university must carry out a process to verify registration to ensure attendance compliance with federal regulations under Title IV. In order to verify student registration, the teaching staff must complete a student attendance census and submit it to the Financial Aid Office.

Institutional assessment curricular revisions that require approval by state licensing and MSCHE are achieved through university regulations as established by UPR Certification 45, 2019-2020. Professional accredited programs conduct their revisions in accordance with their accreditation agencies (See Standard V: Educational Effectiveness Assessment).

Conclusion

The Institution commends itself to honoring its policies and regulations related to academic freedom, respect, fairness, and compliance through rigorous, organized, and impartial by-laws. These processes ensure firm abidance to values of integrity, ethics, academic honesty, and a service-minded culture that facilitate the success and well-being of all constituents within the University community as well as compliance with the Institutional Mission.

Strengths

- The climate of respect promoted by the institution strengthens relations and interactions between members of the university community.
- Fair and equitable practices are followed in order to allow everybody to express his/her ideas; thus, preserving a healthy coexistence.
- The institution is guided by fair and unbiased procedures concerning management of complaints presented by the university community.

- The institution complies with external fund-related regulations to develop projects promoting financial planning for college students.

Opportunities for Improvement and Innovation

- Improvement of efforts to promote advertising campaigns to expand its range to approach candidates for admission.
- Strengthening financial education initiatives designed to enable students to develop skills concerning their personal finances.
- Acknowledging the great challenges that may represent the events that have occurred in Puerto Rico and the changes that they have triggered in our society, working with academic innovation, and providing greater access to diverse populations shall be a priority for our institution during next years.

Standard III: Design and Delivery of Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all programs, certificates, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Satisfactorily Met the Standard and the Requirements of Affiliation

The University of Puerto Rico at Carolina meets the seven criteria and applicable sub-criteria of Standard III, *Design and Delivery of the Student Learning Experience*. In addition, the University of Puerto Rico, at Carolina also meets Requirements of Affiliation #9 The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality; #10 Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments; #11 The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis; and #15 The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Introduction

UPRCA educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The breadth and depth of student learning appropriate to the programs and levels of study, as well as the demonstrable ability of students to integrate knowledge are key elements in judging the success of educational programs. This chapter shows the design and methods used to deliver learning experiences to students, including faculty, academic programs, resources, general education, and curriculum. Institutional academic offerings respond to the Institution's mission, which emphasizes that academic programs are geared to offer "a unique quarter-term calendar program of studies focused on the arts, the sciences, hospitality, and technology that allows students to complete an academic degree in less time within the UPR System."

Analytical Narrative

The high quality and excellence of the educational offerings are essential in the formation of successful graduates. UPRCA offers ten baccalaureate degrees and four associate degrees that, within the UPR System, are only offered in our campus (See table 3). In the first quarter-term of academic year 2021-2022, the Criminal Justice Department began offering the online Bachelor of Arts Degree in Social Sciences and Criminal Justice with majors in Law and Society and Forensic

Psychology. New academic program proposals in progress include a hybrid Bachelor's Degree in Mechatronics Engineering, a new online associate degree in Management Information Systems, as well as online professional certifications in Financial Management, Investments and Financial Planning, Community Intervention and an Associate degree in Homeland Security.

Curricula for Credit Courses

The curricular design of the educational programs offered at UPRCA seeks to provide all students with a positive learning experience leading to the achievement of their objectives and institutional goals. The following table shows ten baccalaureate programs and four associate programs offered at UPRCA. Ten baccalaureates and all four associates are unique within the UPR System, representing 83% of our academic offerings.

Table 3: UPRCA Educational Programs

Department	Major	Level
School of Hotel and Restaurant Administration	*Hotel and Restaurant Administration*[1]	Baccalaureate
		Associate Degree*
	Multidisciplinary Studies with major in Tourist Culture	Baccalaureate
Office Administration Technologies Department	Office Systems[2]	Baccalaureate
Design Department	*Graphic Arts*	Baccalaureate
	Technology of Commercial Advertising	Baccalaureate
	Interior Design	Baccalaureate
		Associate Degree*
Criminal Justice Department	*Law and Society*	Baccalaureate (Face to Face and Online*)
	Forensic Psychology	Baccalaureate (Face to Face and Online*)
Natural Sciences Department	*Forensic Sciences*	Baccalaureate
Business Administration Department	Finance [2]	Baccalaureate
	Management [2]	Baccalaureate
Education Department	*Technology Education*	Baccalaureate
	Occupational Education	Baccalaureate
Technologies in Engineering Department	*Automotive Technology*	Associate Degree
	Mechanical Engineering Technology	Associate Degree
	Instrumentation Engineering and Control Systems Technology	Associate Degree

Notes:
Italics denotes majors unique within the UPR System
* Academic degrees offered through DECEP/UNEX
[1]Accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA)
[2]Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

Table 4: Professional Certifications

Professional Certifications	Academic Department
Professional Certificate on Disorders related to Substances	Criminal Justice Department
Field Forensic Sciences **	Criminal Justice Department
Online- Community Intervention: Strategy to promote social change **	Criminal Justice Department
Online- Financial Management **	Business Administration Department
Online- Investments **	Business Administration Department
Online- Financial Planning **	Business Administration Department

** Proposal in process

General Education

The General Education Program (GenEd) provides diverse learning experiences to expand the chosen field for all bachellor's and associate degrees candidates. Most of the GenEd requirements are in the traditional fields of liberal, arts and sciences such as humanities, history, mathematics, biology, physics, social sciences, Spanish, and English. Through these foundational courses, students explore new ways of thinking critically, communicating as professionals, and developing advanced technological competency.

The revision of the General Education Program (GenEd) provided a new design based in expected learning outcomes (REAs for its Spanish acronym) that establish specific knowledge, skills, competencies, behaviors, and values students will master through completion of the general curriculum. A total of 15 expected learning outcomes were developed and aligned with the eight goals of the general education program, common to all students at UPRCA, and oriented to develop essential skills. Some of these skills are briefly described below:

Oral and written communication skills are addressed in goal 6 (Communication), which seeks that student use language effectively, in English and Spanish, producing documents and oral presentations free of errors for general and specialized audiences.
Technological competency and information literacy are addressed in goal 1 (Technological and Information Management literacy). It is expected that students become proficient and responsible in the use of technology and demonstrate ability to identify and use primary and secondary resources, in English and Spanish, in their projects and reports.

Scientific and quantitative reasoning, critical analysis, and reasoning are skills related to Goals 3, 4, and 5 or the general education program (Investigative Thinking, Quantitative, Qualitative, and Statistical Analysis, and Critical Thinking). Students will produce practical and creative research, based on quantitative, qualitative, and statistical analysis. Arguments will address multiple disciplines and a wide vision of situations that include socioeconomic and cultural background, previous research, and other perspectives that may intervene in the analyzed situations.

The study of values, ethics, and diverse perspectives is aligned with the institutional mission and Goal 7 (Ethics, Responsible Participation, and Collaboration) of GenEd. Students will analyze diverse situations, develop, and justify positions integrating values, ethical principles, social, and historical perspectives, and participate responsibly in social contexts.

The General Education Program provides students with the opportunity to expand their global awareness and cultural sensitivity beyond their academic field. Goals 2 and 8 (Fundamental Disciplines and Aesthetics; Social interdependence and Diversity) address these areas. Students will acquire knowledge about facts, events, and perspectives in fundamental courses, within the Humanities, the Social Sciences, and Natural Sciences. They will also demonstrate appreciation for diversity and aesthetic values as human expressions of imagination and experience and will be able to discuss the influence of culture, geography, economy and politics within social development and globalization.

Other extracurricular activities, like special academic and social events, provide students with the opportunity to integrate diverse experiences that help them develop the essential skills established in GenEd. The Program also seeks, as stated in our Mission Statement, to develop values such as social awareness, ethics, honesty, and diversity in our graduates.

The assessment of expected learning outcomes consists of three stages: (1) defining the learning objectives that student are expected to achieve, (2) collecting information to determine the extent to which they are achieving the objectives, and (3) using the results to improve the teaching-learning process (See Standard 5: Educational Effectiveness Assessment). Pre and Post-tests (English, Spanish and Math) are scheduled in the university calendar every quarter term. A pilot test for general education was developed and is in the review process to be administered again in academic year 2021-2022. Academic Departments are currently revising the alignment of all their courses to appropriately link them to the objectives of General Education's REA. Furthermore, these results help in identifying student needs, nurture program planning at course level, and provide academic resources for the accomplishment of learning outcomes.

Academic Program Dissemination

The UPRCA website contains accurate information on curricular offerings that provide current students and candidates with updated information. Additional tools used to disclosure information include institutional social media and school visits. The institutional 2021-2025 catalog is also available online. The catalog is a comprehensive resource designed to inform, recruit, and prepare students for their academic experience on campus that contains a complete description of degree programs. The UPRCA also develops disclosure activities like an Open House and UPR EXPO. In addition, the Dean of Students uses the following official social networks: Facebook, Twitter, YouTube and Instagram. The UPR has a channel on YouTube that contains a series of student orientation videos. A space was created in the Moodle learning system, where all new students can access relevant information about university offices. The university provides a specific email address dedicated to communication among faculty, students, and the distance education staff. This email is: uprc.adistancia@upr.edu.

Learning Resource Center

The Learning Resource Center (LRC) provides library services to the UPRCA community. Professional librarians work with faculty members in the integration of information literacy so that students acquire essential skills in oral and written communication (in Spanish and English), and technological competencies involving diverse software available at the institution. Students also learn about searching strategies and specialized academic resources to conduct course research. This training empowers them to continue advanced studies and apply the skills learned to their employment environment, contributing to the socio-economic development of society and their specific professional goals. A summary of the services that support the academic offerings of each academic department is provided below.

Information Literacy and Technology Program

The Information Literacy and Technology Program (PDIT for its Spanish acronym) support academic departments in the development of information and technological skills. Diverse workshops are included in course syllabi that are offered through the General Education Program. This allows students from every major to receive training. Due to the COVID-19 pandemic emergency, these workshops are being offered virtually through the Collaborate platform. Table 5 shows the number of workshops offered and the number of students impacted during the 2016-2020 academic years.

Table 5: Quantity of Workshops Offered, and Students Impacted 2016-2020

Academic years	Number of workshops offered	Number of students impacted
2016-2017	86	1,729
2017-2018	43	672
2018-2019	76	1,363
2019-2020	66	1,409

Additional services for tutoring and writing skills are also provided in the PDIT Program.

Tutoring Services

The Tutoring Office offers a service that seeks to support the academic success of students. It has qualified professors from the institution, who offer the service in Spanish, English, math, and accounting courses. Students can access the library page to register, find out schedules, and access tutoring services through each subject course's link. Due to the COVID-19 pandemic, these services have been offered virtually through the Collaborate platform. Table 6 contains the service statistics from the 2016-2020 academic years (Appendix 21: Tutoring Office Services).

Table 6: Tutoring Statistics 2016-2020

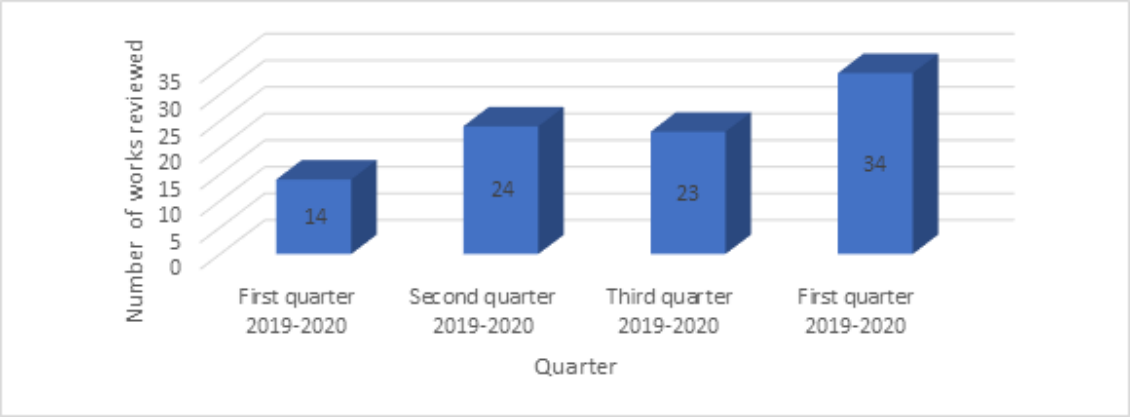
Academic years	Number of students who requested tutoring	Students who attended tutoring	Number of visits
2016-2017	633	571	1,538
2017-2018	271	145	339
2018-2019	299	305	1,031
2019-2020	277	429	1,064

UPRCA Writing Center

The UPRCA Writing Center began in the first quarter-term of 2019-2020. It is a project aimed at strengthening students' writing skills. The purpose of this service is to provide advice, training, and guidelines to help students in the academic writing process. Faculty from the Spanish and English departments provide this service in the library.

The service has a section, as part of the library page, where students can send their written papers through an electronic form and receive them back through the institutional email. Figure 1 shows student participation.

Figure 1: Number of Works Reviewed through the UPR Carolina Writing Center



Service Areas

A five-year federally approved Title V proposal entitled *Learning Commons: Empowering Students and Faculty* (Appendix 22) is in its first year of development. This project includes a significant remodeling of library spaces that will bring state-of-the-art technology resources to students and faculty. During the academic year 2020-2021, a total of 2,770 in-person services were offered before the COVID-19 pandemic. Virtual reference is also available on a 24/7 basis through the *LibAnswers* software. Students can access it from different platforms including social networks. This option proved highly popular and beneficial during the pandemic. During the academic year 2019-2020, 1,101 chats and 2,133 emails were serviced. This adds to a total of 3,234 questions answered.

Databases

The LRC provides a series of academic-driven databases that grant students access to scholarly information resources. These can be used remotely, providing research alternatives on a 24/7 basis. University students, faculty, and staff use institutional login email credentials when off-campus. No identification is needed when on campus. Included are ProQuest, Ebsco, CREDO, eLibro, Infobase, Digitalia, CABI (Hospitality and Tourism Ebooks), Bloomsbury, MicroJuris, LexJuris, Films on Demand, and Britannica Academic Edition (English and Spanish), among others.

Collections

The library's collections support the different academic programs offered by the departments. Bibliographic resources include reference, circulation, reserves (traditional and electronic), Puerto Rican collection, audiovisual collection and interior design. The databases complement the collections and provide access to a variety of electronic information resources. Currently, the collection includes 35,721 items of which 35,290 are printed resources and 431 are eBooks. Faculty members contribute recommending new resources that respond to program discipline content so that collections remain updated.

Library Staff

The library staff consists of six professors with an American Library Association (ALA) accredited degree in Library and Information Science and four assistant librarians with more than 10 years of experience. This qualified personnel services the needs of the university community.

UNEX and DECEP

The extended university (UnEx for its Spanish acronym) is an educational office that responds to the Division of Continuing Education and Professional Studies (DECEP for its Spanish acronym), which supports UnEx Academic Departments by providing courses and services leading to an academic degree for non-traditional students. These special students, because of work, personal or other reasons, cannot benefit from the regular academic offerings. Students can choose from evening, weekend, hybrid, and online classes. Last year, UnEx offered over 500 course sections, serving more than 10,000 students (duplicated headcount by section).

Assessment of the Learning Experience

The University of Puerto Rico at Carolina has an Institutional Planning and Effectiveness Office whose mission is to support the assessment efforts of academic departments for the fulfillment of the institutional mission. This office collects, analyzes, and discloses information that is used in decision-making processes. Each academic department develops a five-year plan to evaluate certain courses every quarter-term. One of the strategies most used by the departments is the periodic administration of pre- and post- tests. The results of these tests are compared and analyzed to identify achievements and areas of need.

Assessment coordinators and departmental curriculum committees discuss the assessment reports with the faculty in order to receive recommendations that contribute to decision-making. Consequently, academic departments use this information to continually review their course descriptions and objectives as well as their curricula. Academic departments also use other types of assessments, formative and summative, which provide information regarding student learning and alignment with learning objectives. Some of these assessments include mid-term and final exams, essay rubrics, oral presentations, portfolios, professional notebooks, research projects, and practice projects. Decisions based on the results of the assessments include review of the syllabi, review of assessment instruments, changes in the competencies of the graduate profile, changes in the objectives of the program or the curricula, and the development of new offerings, among others.

The program evaluation plan incorporates the components presented in the Guide for the Evaluation of Academic Programs at the UPR and the information gathering methods used in the Institutional Assessment System, which includes qualitative and quantitative measures. Non-accredited programs also use the results obtained by their graduates in professional exams. The Guide for the Evaluation of Academic Programs at the UPR (Appendix 23: Certification 45, 2019-2020) of the Governing Board emphasizes on providing evidence-based results of the quality and effectiveness of programs.

In addition, this guide integrates university's regulations and standards as well as the requirements of the licensing entities (Board of Postsecondary Institutions) and the institutional accreditation (Middle States Commission on Higher Education) that govern the Institution. The document contains a list of questions (See table 7) for each assessment area considered in the regulation to guide self-analysis and reflection.

Table 7: Guidelines for the Evaluation of Academic Programs at the UPR (2019-2020)

Guidelines for the Evaluation of Academic Programs at the UPR -Cert. No. 45 (2019-2020)
1. Title, degrees granted, starting dates and duration, accreditations, authorizations and licenses, administration, and all other pertinent information.
2. Mission, goals, and objectives.
3. Need and justification of the program.
4. Evidence of the relevance of the program, including its unique characteristics, existence of other similar programs, relationship with other programs, demand, and other reasons.
5. Curriculum, graduate profile, curricular sequence, or other similar information.
6. Assessment.
7. Students, recruitment and admission policies and practices, enrollment and space, academic characteristics of the student body, course approval rates, degrees awarded, retention and graduation rates, employment of graduates, and other similar information.
8. Faculty staff, their profile, recruitment, tenure and promotion, research, and creative work.
9. Service and administrative support staff and academic advising.
10. Learning, library, computer, and technological resources.
11. Disclosure and service.
12. Program operation and effectiveness.
13. Fiscal aspects, including income, expenses, costs, budget, and needs.
14. Facilities, laboratories, and auxiliary equipment for teaching.
15. Strengths and limitations.

16. Development plan.
17. Other information relevant to the program and its projections.

The Institutional Effectiveness Report 2019-2020 (Appendix 24) identifies the following significant achievements:

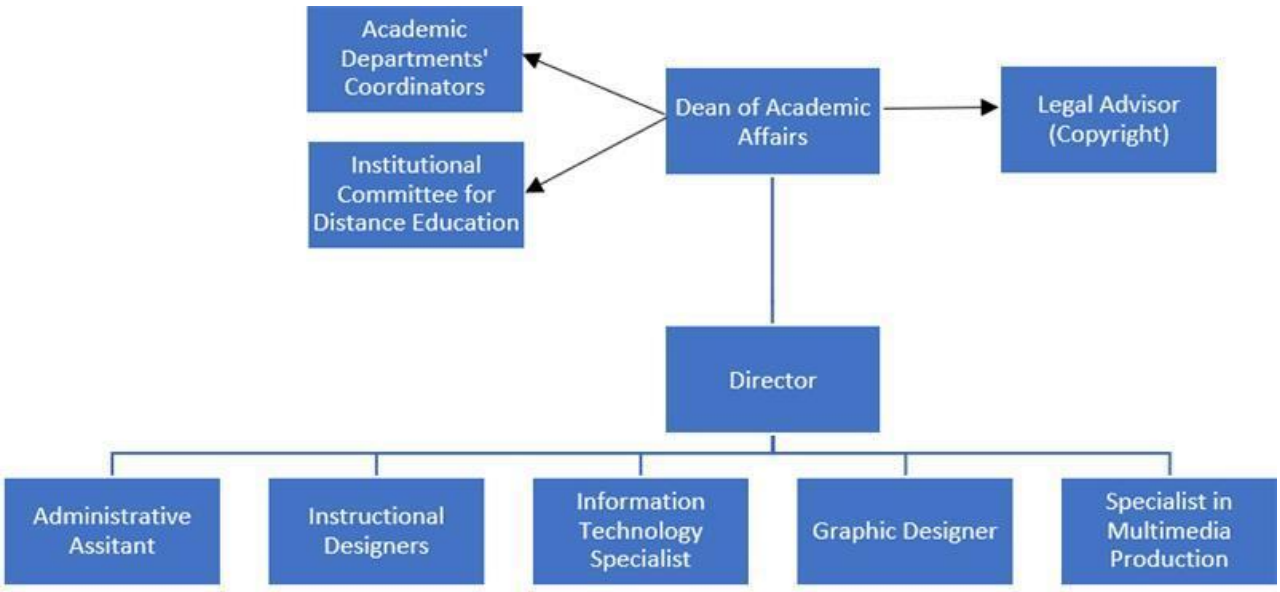
- The demand for distance learning courses increased by 40%.
- A 12% increase was observed in the variety of online courses offered.
- The Board of Post-Secondary Institutions approved the Professional Certificate of Substance-Related Disorders.
- Library services are now 100-percent online.
- A digital system is under development for recording and sharing information on academic programs, institutional effectiveness criteria and teacher profiles, among other institutional data.

Distance Education

Since 2016 to the present, distance education at the University of Puerto Rico at Carolina has positioned itself as an excellent alternative for the entire university community. Many of our students work, some have children, and others live far from the university or have other responsibilities that limit the time available to attend face-to-face courses. When analyzing the reception that distance courses have had, it is important to highlight the Institution's effort in creating online courses and certifying professors to offer them. Consequently, the distance education program is considered one of the most significant institutional projects in recent years. The Office of Distance Education responds to the Dean of Academic Affairs. At present, the office organizational chart is under evaluation by the Academic Senate. The Distance Education Office has a director, a full-time instructional designer, and one graphic designer. The recruitment of an additional instructional designer and a specialist in technology is under consideration.

This Office has the support of the academic department directors and staff, the Institutional Committee for Distance Education, the Information Systems Office (OSI for its Spanish acronym), and the Educational Resources and Production Center (CREP). It also receives legal advice in areas such as copyright and academic integrity, among others.

The Distance Education Office proposed the following organization chart:



The UPRCA Distance Education Office provides various resources and services to faculty and students enrolled in online courses:

- An online document (webpage) designed with tools, workshops recordings, resources, documents, and guides that help faculty and students with online courses (Appendix 25: Resources to support both teaching and student management).
- Tutorials and resource materials that are uploaded to the Student Distance Learning Support webpage as well as published on social media: Facebook, Twitter, Instagram
- Workshops with resources that are recorded and uploaded to the online document (webpage).
- Technological and technical support, individual and group consultations, and bibliographical information support, all offered through email, Teams, cellphones, and social networks.

The Institutional Committee for Distance Education includes experts in distance education, administrative personnel, faculty and students (Appendix 26). The Committee is composed of representation from the following areas: Distance Education, Dean of Academic Affairs, Information Systems Office, faculty, and undergraduates. Student representation must be elected annually. The Committee will share its knowledge, experiences and good practices to advance the academic agenda of the institution and jointly build quality distance education. The Committee has the responsibility to participate in the design, discussion, evaluation and implementation of resources and documents like guides and policies.

The institution has trained and certified professors to design and offer online courses through Moodle, the learning management system currently used at UPRCA. A training program with a series of workshops that teach faculty about the design and creation of online courses is available

(Appendix 27 – Certified professors and their departments). This certification incorporates theoretical and practical components about several academic and technological topics. Its purpose is to prepare the faculty in the use and management of technology, the creation of learning products, and the design of evaluation strategies and other complementary educational materials necessary to offer online courses in compliance with institutional regulations. The professors who participate in this process are chosen by their academic department. As part of their learning evidence, they must have the commitment to plan, design, create and deliver an online course. The courses designed are evaluated and approved by the UPRCA distance education staff and the legal advisor in charge of reviewing online courses in accordance with the United States Copyright Law (Appendix 28: Distance Education Office, Online Courses Certification Criteria). Once the courses are approved by the Distance Education staff and the legal advisor, the professors sign a contract certifying that they will be part of the campus online academic offerings.

During October 2020 and April 2021, additional faculty members completed theoretical and practical requirements for the certification that was offered in coordination with the Distance Education Office of the University of Puerto Rico at Humacao, the Division of Continuing Education and Professional Studies of UPR at Humacao, and the UPRCA Distance Education Office. At this time, this group of professors is in the phase of design and creation of their assigned courses, which will be later evaluated and approved by the UPRCA Distance Education Office (Appendix 29)

The Distance Education Office staff offers workshops as well as group and individual consultations. Designed guides and tutorials include the following topics: emerging technologies; educational apps (tools for creating learning objects); communication platforms such as Microsoft Teams, BigBlueButton, Google Meets, BlackBoard Collaborate; document management (Gmail, UPR Portal, Google Drive, OneDrive, Outlook, etc.); online searching; management and evaluation of information on the Internet and in databases; use of library resources; accessibility and reasonable accommodations for online courses, among other topics. Additionally, the Distance Education Office staff designed an online document with links to guides, recorded online workshops, online materials and other tools to help faculty in the process of designing and offering an online course.

In April 2021, our university had developed 113 online courses (See table 8). This amount allowed us to offer a variety of courses during each quarter-term, as well as alternatives for students to design a class program that responds to their needs.

Table 8: Total Courses (Distinct Count) – Number of distance and hybrid courses, counting only the original course for each quarter-term

Academic Year	Academic Session	DISTANCE	HYBRID	Distinct Count Grand Total
2016-2017	Quarter 1	9	-	9
	Quarter 2	13	1	14
	Quarter 3	19	1	20
2017-2018	Quarter 1	33	3	36
	Quarter 2	33	1	34
	Quarter 3	32	2	34
2018-2019	Quarter 1	36	2	38
	Quarter 2	52	5	56
	Quarter 3	38	4	42
2019-2020	Quarter 1	54	6	60
	Quarter 2	56	4	60
	Quarter 3	62	4	66
2020-2021	Quarter 1	81	5	86
	Quarter 2	59	4	63
	Quarter 3	70	7	71
Distinct Count Grand Total		**113**	**24**	**123**

Table 9 shows the total sections delivered since academic year 2016-2017 to present. The institution has promoted the development of online courses due to the increasing demand of this delivery. Students also can have more flexible study options, as these courses provide an advantage in terms of time management compared to face-to-face.

Table 9: Total Courses – Including distance and hybrid sections, for each quarter-term from 2016-2017 to the present.

Academic Year	Academic Session	DISTANCE	HYBRID	Grand Total
2016-2017	Quarter 1	10	-	10
	Quarter 2	16	1	17
	Quarter 3	22	2	24
2017-2018	Quarter 1	36	3	39
	Quarter 2	43	1	44
	Quarter 3	36	2	38
2018-2019	Quarter 1	41	2	43
	Quarter 2	56	6	62
	Quarter 3	40	4	44
2019-2020	Quarter 1	58	6	64
	Quarter 2	65	4	69
	Quarter 3	68	4	72
2020-2021	Quarter 1	172	6	178
	Quarter 2	115	6	121
	Quarter 3	97	7	104

Since 2016, distance education has growth significantly. At this moment, the duplicated headcount enrollment in this modality is 16 times greater than 2016 enrollment. Figure 2 shows the total enrollment of students in distance courses from 2016-2021.

Figure 2: Number of Students Enrolled in Distance Courses from 2016-2020

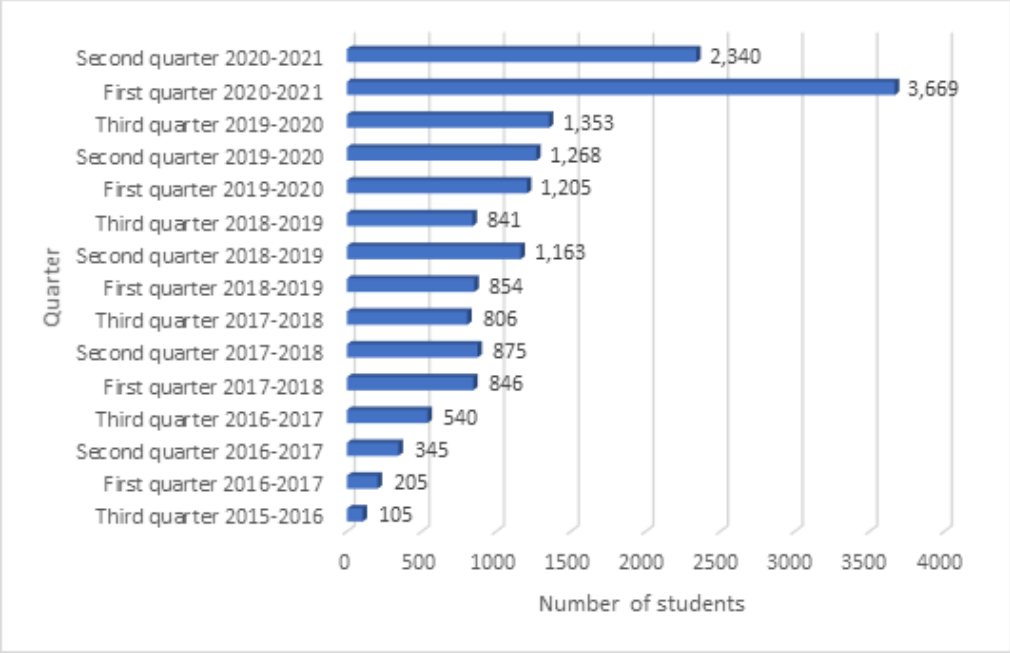


Table 10: Students Enrolled in Distance and Hybrid Courses, from 2016-2017 to 2020-2021

Academic Year	Academic Session	Student enrolled*		Grand Total
		DISTANCE Courses	HYBRID Courses	
2016-2017	Quarter 1	201	-	201
	Quarter 2	333	11	344
	Quarter 3	479	24	503
2017-2018	Quarter 1	797	51	848
	Quarter 2	859	11	870
	Quarter 3	787	22	809
2018-2019	Quarter 1	836	20	856
	Quarter 2	1140	88	1228
	Quarter 3	830	55	885
2019-2020	Quarter 1	1205	109	1314
	Quarter 2	1268	53	1321
	Quarter 3	1353	48	1401
2020-2021	Quarter 1	3678	107	3785
	Quarter 2	2340	117	2457
	Quarter 3	2003	104	2107
Grand Total		**18,109**	**820**	**18,929**

*Students may enroll in several online sections per quarter-term

Online Bachelor Degree

The Governing Board of the University of Puerto Rico recently approved the online Bachelor of Arts in Social Sciences in Criminal Justice with a major in Forensic Psychology, and the Bachelor of Arts in Social Sciences in Criminal Justice with a major in Law and Society (Appendix 30: Certification 11, 2020-2021).

The Board of Post-Secondary Institutions (JIP for its Spanish acronym), Certification 2020-128 (Appendix 31) and Certification 2020-129 (Appendix 32), also approved the Amendment License-Renewal process of the University of Puerto Rico at Carolina. The Middle States Commission on Higher Education (MSCHE) also approved distance education as an alternative delivery method. UPRCA started offering both programs in the first quarter-term of academic year 2021-2022. The Institution considers that these two online programs will be an excellent alternative for students both in Puerto Rico and abroad.

Faculty

UPRCA has been promoting diversity among faculty members and making efforts to ensure that faculty qualifications respond to institutional needs. Using different strategies to achieve these aspirations, UPRCA has been hiring, rewarding, and retaining a diverse, highly qualified faculty. Table 11 provides data regarding the gender of the UPRCA faculty for the first quarter-term of academic years 2016-17 through 2020-21.

Table 11: UPRCA Faculty by Gender

	Academic Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Total Faculty	261=100%	217=100%	247=100%	202=100%	184=100%
Female	119=45.6%	107=49.3%	118=47.8%	94=46.5%	88=47.8%
Male	142=54.4%	110=50.7%	129=52.2%	108=53.5%	96=52.2%

Source: Office of Research, Planning, and Institutional Effectiveness

Table 12 presents a five-year profile of the UPRCA faculty, taken during the first quarter-term from 2016-17 through the 2020-21 academic years.

Table 12: UPRCA Faculty Profile

	Academic Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Total Faculty	261=100%	217=100%	247=100%	202=100%	184=100%
By Academic Preparation					
Baccalaureate	6=2.3%	3=1.4%	2=0.8%	2=1.0%	2=1.1%
Master's	153=58.6%	124=57.1%	138=55.9%	105=52.0%	86=46.7%
Doctorate	102=39.1%	90=41.5%	107=43.3%	95=47.0%	96=52.2%

Table 13: UPRCA Faculty Academic Rank and Type of Contract (Teaching faculty)

	Academic Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Instructor	123=51.9%	97=49.7%	111=50.0%	83-46.9%	66=43.7%
Assistant Professor	64=27%	53=27.2%	64=28.8%	47=26.6%	48=31.8%
Associate Professor	30=12.7%	27=13.8%	28=12.6%	21=11.9%	17=11.3%
Full Professor	20=8.4%	18=9.2%	19=8.6%	26=14.7%	20=13.2%
By Type of Contract	237=100%	195=100%	222=100%	177=100%	151=100%
Tenured	67=28.3%	60=30.8%	62=27.9%	60=33.9%	53=35.1%
Tenure-Track	15=6.3%	12=6.2%	11=5.0%	9=5.1%	4=2.6%
Contracts	155=65.4%	123=63.1%	149=67.1%	108=61.0%	94=62.3%
By Classification	237=100%	195=100%	222=100%	177=100%	151=100%
Full-time	96=40.5%	88=45.1%	90=40.5%	89=50.3%	82=54.3%
Part-time	141=59.5%	107=54.9%	132=59.5%	488=49.7%	69=45.7%

Faculty Roles and Responsibilities

UPRCA personnel classified as faculty is composed of teaching faculty, librarians, counsellors, researchers, and psychologists. The UPRCA administration is committed to integrating activities that support and encourage faculty to comply with their responsibilities, as detailed in the UPR General By-Laws and Regulations (Articles 63, 64, and 65).

UPR General By-Laws establishes teaching duties that include 12 weekly credit hours of direct contact with students. In addition, faculty members devote six weekly office hours for individual attention to students.

Table 14: UPRCA Faculty by Categories

	Academic Year				
	2016-17	2017-18	2018-19	2019-20	2020-21
Teaching Faculty	237=90.8%	195=89.9%	222=89.9%	177=87.6%	151=82.1%
University Management	7=2.7%	9=4.1%	13=5.3%	12=5.9%	22=12.l0%
Professional Librarians	6=2.3%	4=1.8%	5=2.0%	5=2.5%	4=2.2%
Professional Counselors	5=1.9%	2=0.9%	2=0.8%	2=1.0%	2=1.1%
Researchers	4=1.5%	5=2.3%	4=1.6%	4=2.0%	2=1.6%
Psychologist	1=0.4%	2=0.9%	1=0.4%	2=1.0%	2=1.1%
Total	261=100%	217=100%	247=100%	202=100%	184=100%

Source: Research, Planning, and Institutional Effectiveness Office

Faculty and department objectives focus on attending meetings, presenting and discussing university-related issues, respecting the Institution's fundamental values, participating in professional development, evaluation processes, and planning academic programs. Faculty members who are actively involved in research submit a report on the research needs in their disciplines. Librarians are responsible for developing services, programs, and bibliographic collections that include materials in all technological formats. Counsellors assist students in their adjustment to college life, providing personal and vocational counselling, and teaching the Adjustment to College Life course.

Funding to support faculty provides assistance to professors that submit research projects to the administration. The Academic Research and Creative Works Committee is an important institutional committee which is composed of seven faculty members. This committee evaluates the proposals submitted by professors every year and provides recommendations to the Dean of Academic Affairs, who determines approval. As a result of these actions, UPRCA professors have published creative works such as novels, essays, and theatre pieces. Others have presented their work in local and international congresses. Contribution to their discipline as peer reviewers, novelists and article writers also demonstrate active faculty involvement in activities of research and creativity. The maximum amount of financial aid provided is $7,000 per proposal. Table 15 provides information related to the number of proposals approved from 2016-17 to 2020-21. UPRCA has an Institutional Committee for the Protection of Human Subjects and holds an Annual Multidisciplinary Research Congress as a part of the faculty research efforts.

Table 15: Academic Research and Creative Works Proposals Approved by UPRCA

Academic Year	Allocated Funds	Number of Proposals Approved
2016-17	$26.525.89	4
2017-18	$20,518.00	3
2018-19	$13,518.00	2
2019-20	--------	0
2020-21	$13,484.60	2
Total	$74,046.49	11

Source: Research, Planning, and Institutional Effectiveness Office

Table 16: Research Working Group UPRCA

Research Working Group UPRCA	
Assessing post-storm/ recovery stage of beach systems at Puerto Rico after Hurricane Maria and its implications for coastal planning best practices	2019-2022 **Total $ 151,002** FEMA - Hazard Mitigation Grant Program
Puerto Rico Clean Trucks Project (Grant received in partnership with UPR Medical Sciences Campus)	EPA, $1,344,276
Tamoxifen and Neuroinflammation after a Spinal Cord Injury	March 5, 2018 – September 30, 2018, Cooperative Tittle V $5,000
The Role of BK Channel and Membrane Rafts in Alcohol Tolerance	March 5, 2018 - September 30, 2018, Cooperative Tittle V $5,000
Synthesis of new transition metal complexes based on carboxylate pyrene and tetra dentate nitrogen ligands with promising applications in memory devices	March 5, 2018 - September 30, 2018, Cooperative Tittle V $5,000
Exploratory study on substance use University of Puerto Rico at Carolina, and UPR Bayamón	Research Institute UPR Río Piedras $5,000
Project "Building Equity Among Genders"	US Department of Justice Office of Violence Against Women 31/10/2020 to 30/1/2023 - $152,607.87

Faculty Recruitment and Evaluation

Articles 42, 43, and 44 of the UPR General By-Laws set the framework for the establishment of rules and regulations regarding faculty recruitment, retention, tenure, and promotion. Article 42 establishes minimum degree requirements (a doctoral or equivalent terminal degree from an accredited institution of higher education in the corresponding field of study). Article 43 sets the criteria for faculty recruitment: quality of the applicant's academic record and of the institution that conferred the degree; proficiency in the discipline to be taught, and ability to integrate it to

related disciplines; teaching experience and experience in the application of knowledge in a particular field of study; published papers and lectures which have been presented. Article 44 stipulates the incoming rank for new faculty.

Faculty tenures and promotions are guided by an evaluation process, framed by Article 45, which states the following criteria: quality of teaching; research; dedication to university work and services; compliance with teaching duties; and professional improvement, among others.

The Academic Senate, through Certification 22 (2003-2004), approved the Complimentary Norms, Criteria and Procedures for the Evaluation of Teaching Faculty at UPRCA. This document includes the specific standards and procedures that guide the evaluation of full-time and part-time faculty.

The faculty evaluation process is carried out in two steps:

I. Departmental Evaluations

The personnel committee department, together with the department director, conducts the evaluation process. Faculty members are evaluated by peers, students, and department directors using institution-approved forms. Criteria considered in each instrument is described below:

- The T*eaching Faculty* form is used by peers for evaluation of the professor's knowledge of the discipline, methodology, interaction with students, and communication.
- The *Faculty Student Evaluation* form is used by students to evaluate their professor's knowledge of the discipline, interaction with students, fulfillment of his/her responsibilities with the students (e.g., office hours), assessment practices, and communication.
- The *Department Head Evaluation* instrument includes the following criteria: compliance with teaching responsibilities, syllabus revision, evaluation of learning resources, and development of initiatives that show commitment to student learning.

Evaluation results are discussed individually with each professor to assist him/her in improving his/her teaching and related work performance. The evaluations by peers and students are made yearly for non-tenured professors. Tenured professors must have at least three evaluations to be considered for promotion. In such cases, the last evaluation must be made during the previous year in which he/she will apply for promotion. Faculty evaluations are conducted until professors reach the highest academic rank (Full Professor).

II. Institutional Evaluations

Results of department evaluations are submitted to the campus Institutional Personnel Committee for its review and recommendations. A final report is then submitted to the Dean of Academic Affairs for his/her consideration. The UPRCA Administrative Board, presided by the Chancellor, is the institutional body that grants tenures and promotions. This board receives recommendations from all the institutional bodies and officials involved in the evaluation process.

In considering promotions, the Administrative Board measures the quantity and quality of the professor's academic, research, and community work, using a checklist that includes seven criteria. Points are assigned to every activity using the evidence submitted by the professor, and a multiplication factor is applied to every part. See Table 17. (Appendix 33 Guide to Faculty Rank Promotion, Checklist – Formula for Candidates for Rank Promotion and Faculty Development Plan)

Table 17: Faculty Promotion Elements, Evidence, and Multiplication Factors

	Element	Evidence to Support Element	Multiplication Factor
I	Academic Degree	Diploma	0.700
II	Quality of teaching	Yearly evaluations by peers, students, and department director	0.500
III	Creative Work	Original faculty works such as books, educational modules, academic manuals, TV and video productions, and others	1.000
IV	Academic and Professional Activities	Seminars, symposiums, forums, workshops, and others.	0.700
V	Academic and professional improvement activities	New degrees received, courses taken, with or without credits, participation in seminars, forums.	0.500
VI	Participation in committees, service to university, federal, state, and municipal governments	Participation in governing bodies, administrative responsibilities, and others. Services rendered to non-profit organizations that benefit communities directly.	0.400
VII	Community service	Services provided to the external community, private social organizations, public schools, among others.	0.350

Source: Academic Senate

A list of the total score of every applicant is prepared in descending order to establish priorities for promotions. This list, in conjunction with the available budget, is used every year for promotion granting. According to the Academic Senate Certification 21, 2012-2013, minimum scores to qualify for promotions are:

- 110 points for Assistant Professor
- 150 for Associate Professor
- 200 for Full Professor.

Scores are not cumulative; once a rank is achieved, faculty members initiate a new process for the next academic promotion.

Table 18: Academic Rank Promotions

	Academic Rank Promotions		
	Assistant Professor	Associate Professor	Full Professor
2016-17	2	3	3
2017-18	0	0	0
2018-19	3	3	5
2019-20	1	2	3
2020-21	1	6	4
Total granted in the five-year period	7	14	15

Source: Human Resources Office

Conclusion

The University of Puerto Rico at Carolina provides ample learning options to its students and faculty to strengthen learning and professional development. These opportunities are made available by qualified faculty members who undergo rigorous selection procedures approved by institutional authorities. Academic programs are accurately described and disseminated to admission candidates to support the admission process during their period of study until graduation. The curriculum integrates course activities that supplement and expand education beyond specific disciplines, thus promoting a wider vision of the world.

Strengths

- Distance education expands institutional outreach and strengthens sustainability.
- Students and faculty benefit from diverse learning and professional improvement opportunities.
- Alumni receive an education that expands their social consciousness and perspective.
- The institution offers its services to the external community through its Continuing Education Division.
- Research opportunities are available to faculty and students.

Opportunities for Improvement and Innovation

- Strengthen recruitment efforts to increase faculty members.
- Hire faculty with technology-driven skills to fortify distance education offerings.
- Increase technology tools and options to support assessment of student learning opportunities.

Standard IV: Student Support Services

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Satisfactorily Met the Standard and the Requirements of Affiliation

UPR Carolina satisfactorily meets the six criteria outlined in Standard IV and the four requirements for affiliation for The Middle States Commission on Higher Education. Specifically, requirement #3 For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes. #8: systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes, and requirement #9 The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality: #10: institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning and the results of academic and institutional assessments.

Introduction

UPR Carolina is committed to providing students with a holistic education that enables them to enter the labor market or pursue advanced studies to strengthen their professional development and contribution to their homeland. Support of the student experience is sustained by qualified professionals and trained staff that are evaluated regularly to ensure effectiveness and improvement. UPR Carolina has a variety of services that contribute to educational experience and fosters student's success. This chapter presents how UPR Carolina's admissions policies, procedures, and practices are stated, widely communicated, implemented, and periodically assessed. They are consistent with the institution's mission, vision, values and goals and they contribute to their fulfillment. The student support services described in this chapter contribute to the achievement of student's goals and contribute to their development.

Analytical Narrative

Dean of Student Affairs Office

One of the major goals in UPR Carolina's Mission Statement is to provide efficient support for the completion of academic degrees in a shorter time frame. Within the objectives of the Dean of Students Office is the expansion of the student's educational dimensions and social development

through providing social, cultural, educational, and athletic activities that complement academic life.

The Dean of Students Affairs Office offer support services such as Medical Services, Financial Aid, Placement Office, Cultural and Social Activities, Quality of life, and the Athletic Department. In addition, students also receive support from the Department of Counseling and Psychological Services which responds to the Dean of Academic Affairs Office, and from the Ombudsperson. This Deanship also sponsors student associations such as the Student Council, the University Choir, the Bell Chorus and Círculo Teatral (a theater group), among others.

In academic year 2019-2020 the Dean of Students created an online orientation and service platform for first-year students (OENI for its Spanish acronym). This web page provides high school students all necessary admission and enrollment information and services. It also enables students to receive information from academic departments, support service offices, financial aid, and allows for document submission. Assessment showed that 91% (the highest percentage since 2014) of students that used this tool remained in the institution.

Taking in consideration decisions based in OENI's effectiveness, a Student Services and Support Center (CASE for its Spanish acronym) which provides services to second-year students and onwards, was developed. CASE has three important components: student services, academic support, and technical assistance in the Moodle platform. Students receive information about service offices through the Dean of Students and the Registrar's offices. They can also access any of the 11 academic departments' virtual offices, as well as tutorials regarding the Moodle platform. The purpose of these platforms is to increase students' access to services in the face-to-face modality (currently assisted by technology), as well as online. This platform also provides high school students an opportunity to virtually visit the UPRCA.

The Dean of Students Affairs is actively involved in developing strategies that will enhance student participation in institutional decision-making. The Office used different strategies to improve the voting process and to increase the number of voters. Some of these were: divulge with anticipation the information about the students' elections through diverse means like e-mails and the Student Council and Students Deanship social platforms; and increase promotion efforts in departments and among professors who were asked to encourage their students to actively participate in student governance.

Admissions Office

The admission process to the University of Puerto Rico system is a centralized one**.** The Central Administration Admissions Office begins this process with the online admission form. On the *Para solicitar admisión a la UPR* (To apply for admission to the UPR) webpage, students will find the application form, information about the UPR campuses and their academic offerings, an IGS calculator, a calendar with admission process due dates, and admission criteria, among other topics.

Admission criteria of the UPR are established in Certification 25, 2003-2004 of the Governing Board (Appendix 34). Admission criteria are: 1) complying with graduation requisites from a

licensed public or private high school as required by the corresponding jurisdiction, 2) approving the Commonwealth of Puerto Rico Education Department equivalency exam, 3) taking the required entrance exam and complying with the admission index established by the academic program.

Each academic program must establish a minimum admission index (IMI for its Spanish acronym). Students must submit a credit transcript and the results of the university admission exams, the Academic Aptitude Test (PAA) or the Scholastic Aptitude Test (SAT). Based on those scores, the admission index (IGS) of the applicant is determined. Students are allowed to select three UPR campuses. They can also apply for admission to different academic programs on each campus. The student's IGS must be similar or higher than the IMI of the requested program in order to be admitted to one of the three alternatives. Admission will depend on available spaces in the requested academic program.

UPRCA Admissions Office provides admission candidates with application forms and assistance in completing them. Office personnel receive and evaluate requests for admission from private and public schools as well as other universities. They also offer orientation on admission policies and procedures to high schools in the region. In addition, they process the evaluation of requests for admission of transfer students Certification 18, 2020-2021 (Appendix 35). This certification establishes transfer admission procedures and requirements.

Financial Aid Office

The UPRCA Financial Aid Office oversees all financial aid programs available at the institution and administers such programs to students with financial need. The Office provides financial assistance and counseling. Financial aid is determined by the difference between current educational costs and what individual students can pay towards these costs. Students are required to complete the Free Application for Federal Student Aid (FAFSA) sent to a federal student aid processor where a need analysis is performed using a standard formula. The Office determines eligibility for different financial aid programs in accordance with the Expected Family Contribution Index (EFCI) generated from this analysis. Office staff offers orientation to high school and college students, processes Pell Grant applications and student loans, supervise the work-study program, keep meticulous records of all student aid, and process records for students who transfer to other institutions.

High school students are informed about their financial aid options through conferences held by the financial aid office staff at open house activities, first-year student orientations, and the distribution of brochures. The Financial Aid Office staff is also available for current and prospective students who seek information about their options for funding their educational expenses. Information is also available through the UPRCA website.

During academic years 2016-2020, the Research, Planning, and Institutional Effectiveness Office (OIPEI for its Spanish acronym) assessed student satisfaction regarding the services provided.

Table 19: Percentage of Satisfactory Responses to Presented Items – Financial Aid

Service Offices	2016-17 n= 677	2017-18 n= 713	2018-19 n= 332	2019-20 n= 491
Respondents	434	534	240	398
Service Satisfaction	72%	79%	83%	78%
Waiting Time	68%	66%	66%	60%
Orientation Process	71%	76%	72%	71%
Application Process	73%	75%	74%	72%
Work Study Experience	64%	60%	67%	74%

The results of the survey demonstrated that between 72% and 83% of students who completed the survey are satisfied with the assistance provided. Between 60% and 68% of students are satisfied with the waiting time for services. Between 71% and 76 % of students were satisfied with the orientation process. Between 60% and 74% of students are satisfied with the work study experience.

Registrar Office

The Registrar has the responsibility of maintaining academic records of all its undergraduate students while ensuring the privacy and security of these records. It provides registration services to departments and students, issues transcripts, schedules final exams, certifies attendance, grade point averages, and degrees.

The Registrar, as custodian of student records, guarantees students' rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 which holds that students: 1) have the right to examine their academic records, 2) have the right to ask that their student records be amended so that they reflect factual information, 3) must consent for release of information in their academic records, and 4) have the right to file a complaint if the University of Puerto Rico has not complied with these conditions. Information about this Law is widely disseminated to students during registration, first-year student orientation, in the institution's catalog, on the institutional website, and by email. Several norms and procedures guarantee the privacy of student records:

- Institutional Policies and Procedures for the Legal and Ethical Use of Information Technologies at the University of Puerto Rico Certification 35, 2007-2008, Board of Trustees (Appendix 36).
- Procedures for granting access to the Student Information System (SIS).
- Norms and regulations for using accounts within the SIS.
- Protocol for student records required by federal and state agencies.

Institutional norms and procedures have also been established to regulate academic record audits, grade changes, and removal of incompletes.

During academic years 2016-2020, the OIPEI office assessed students' satisfaction regarding the services provided. The following table shows student responses as results of the assessment:

Table 20: Percentage of Satisfactory Responses to Presented Items – Registrar

Service Offices	2016-17 n= 677	2017-18 n= 713	2018-19 n= 332	2019-20 n= 491
Respondents	296	328	109	227
Service satisfaction	67%	66%	71%	74%
Reclassification Process	72%	77%	71%	87%
Special Permission Application Process	70%	65%	67%	78%
Transcript Processing Effectiveness	68%	63%	72%	96%

The results of the survey demonstrated that between 66% and 74% of students who completed the survey are satisfied with the assistance provided. Between 71% and 87% of students are satisfied with the reclassification process. Between 65% and 78 % of students were satisfied with the special permission application process. Between 63% and 96% of students are satisfied with the agility in transcript processing.

Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (DECOPSY for its Spanish acronym) provides counseling and psychological services to students. It offers free and confidential therapy in a safe environment where students can address issues that may prevent them from attaining their academic goals. DECOPSYS' mission is to promote students' personal, educational, occupational, and social development so they can solve issues that may represent roadblocks to achieve academic success. DECOPSY was reaccredited by the International Accreditation of Counseling Services (IACS) in 2020.

DECOPSY has developed several evaluation forms for students who take part in counseling, psychotherapy, workshops, psychoeducational groups, and outreach activities. From 2016 to 2020, evaluation forms have been administered to students at various times during the academic year. The overall results showed high ratings of individual satisfaction in the counseling process. Over 95% of students "totally agree" that the therapist or counselor created a safe and respectful environment, and that in the initial interview he/she discussed and explained the informed consent to students. More than 90% of the students also "strongly agreed "or "agreed" that counselors or therapists were always on time for appointments; showed empathy, interest, and sensibility to student situations; were appropriately concerned about their problems, motivated students to express their concerns, established rapport with them, helped students establish specific goals, and seemed knowledgeable and skilled.

In terms of the counseling process, more than 85% of the participants "totally agreed" or "agreed" that the counseling process was conducted in a confidential manner and that the process helped them develop better ways to cope with their concerns, improve their situations, and feel better. In addition, more than 80% of students "strongly agreed" or "agreed" that counseling helped them achieve their goals and that the process had a positive effect on their studies. Finally, more than

75% students expressed that the counseling services helped them remain in the institution to achieve their professional goals.

In the evaluations related to group counseling, participants also showed a high benefit when evaluating their experiences. A significant increase in knowledge and personal growth was expressed after the end of the process.

The evaluations of the outreach activities offered by the Department were considered as excellent by most of the participants. The reception room was evaluated favorably on all criteria. They were very satisfied with the assistance offered by the staff, the documentation they had to complete, and the waiting room. The waiting time was from twenty to thirty minutes. DECOPSY has shown a consistent use of the assessment process through the administration of questionnaires to students in order to consider their recommendations and enhance its services. These efforts also contribute to improving institutional retention.

During the academic years 2016-2020, the OIPEI assessed students' satisfaction regarding the services provided. The following table shows student responses as results of the assessment:

Table 21: Percentage of Satisfactory Responses to Presented Items - Counseling and Psychological Services

Service Offices	**2016-17 n= 677**	**2017-18 n= 713**	**2018-19 n= 332**	**2019-20 n= 491**
Respondents	133	162	54	114
Service Satisfaction	87%	90%	87%	94%
Waiting Time	72%	82%	76%	87%
Service Hours	77%	82%	72%	90%
Support Provided	84%	81%	78%	85%

The results of the survey demonstrated that between 87% and 94% of students who completed the survey are satisfied with the assistance provided. Between 72% and 87% are satisfied with the waiting time. Between 72% and 90% are satisfied with service hours. Between 78% and 85% are satisfied with the support provided.

Medical Services Office

The Medical Services Office (OSEM for its Spanish acronym) staff at UPRCA serves and cares for the physical health of students. Health education and prevention services are also provided. In collaboration with other offices and external organizations and agencies, students also receive orientations on health topics such as sexually transmitted diseases, influenza, and diabetes, among others. Special events and clinics are also organized for the campus community.

All students admitted to UPRCA must meet Medical Services requirements in order to process their enrollment. The documentation is recorded electronically. The exchange, privacy, and security of student medical records is administered in compliance with the Health Insurance Portability and Accountability Act (HIPAA).

The office has a doctor and a nurse who provide medical attention to students regardless of their medical insurance. It provides evaluation, treatment, referrals and consultations with specialists and/or hospitals when needed. Due to the COVID-19 Pandemic, students have access to Telemedicine services. A protocol to deliver this service was developed and widely disseminated through institutional online media.

During the academic years 2016-2020, the OIPEI office assessed students' satisfaction regarding the services provided. The following table shows student responses as results of the assessment:

Table 22: Percentage of Satisfactory Responses to Presented Items - Medical Service Office

Service Offices	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Respondents	349	410	169	194
Waiting time	74%	72%	74%	83%
Service hours	89%	79%	82%	88%
Service received	88%	86%	85%	92%

The results of the survey demonstrated that between 74% and 83% of students who completed the survey are satisfied with the waiting time. Between 79% and 89% are satisfied with the service hours. Between 85% and 92% are satisfied with the service received.

Quality of Life Office

The Quality of Life, Student Organizations, and Placements Offices are an integral part of our students' university life experience. The objectives that sustain the Quality-of-Life Office are to promote a healthy lifestyle among the members of the university community and to ensure student development in a healthy environment. It also aims to promote student retention and encourage academic goal accomplishment. In order to reach these goals, students are provided with unique opportunities and experiences that increase their chances of completing university studies and any future academic objectives.

The Quality-of-Life Office is committed to a holistic prevention of all factors that could affect the well-being of our students. Initially, attention is given to the prevention of drug and alcohol use and abuse. The Office also complies with federal regulations such as the Student's Right to Know Act and the Campus Crime and Security Survey (Jeanne Clery Act, 1990), demonstrating the commitment with the safety and well-being of students, faculty, and the university community in general. Prevention of substance use and abuse takes place through the coordination, development, and participation in events that provide opportunities to learn by means of workshops, conferences, and interactive activities.

As part of its contribution with efforts in preventing drug and alcohol use, the University of Puerto Rico at Carolina joined the Public and Private Universities CRUSADA Consortium (College Resource Alliance to Alert against Drug, Alcohol, and Violence). During the 2016 and 2019 academic years, a survey promoted by CRUSADA CORE took place among 10% of the students in our campus on a random simple basis. (Appendix 37 Crosstab Report). This survey explored tendencies regarding alcohol, drug, and tobacco use and abuse among our campus' students, and

compares them with nationwide results obtained in other campuses and universities. In the 2019 study, questions pertaining to suicide and gender-related violence were included. The results of this study have contributed to the development of preventive plans in the drug and alcohol abuse area. In times of natural events and disasters, the Quality-of-Life Office took actions to continue the delivery of its services.

The University of Puerto Rico at Carolina has responded efficiently to natural events in our island such as Hurricane María, earthquakes in the southeast, and the Covid-19 pandemic. These events provoked a reduction in activities. However, a transformation towards online services allowed for service continuity. During the 2019-2020 academic year, the project Manejando la Cuarentena (Managing the Quarantine) was created. It was an online prevention service consisting of a series of short videos, featuring our own students. The videos discussed topics related to direct and indirect effects of the Covid-19 virus.

The Quality-of-Life Office provides applicants the opportunity to participate in the Córdova & Fernós, and the Arturo Morales Carrión internships, both at the United States Congress in Washington DC. These enriching experiences encourage our students to complete their academic studies. Many internship participants have been offered employment opportunities. Additionally, labor and personal relations acquired are invaluable. All students who participate in the above-mentioned internships are offered university courses validated by the University of Puerto Rico at Carolina.

Student Organizations play a fundamental role in the development of student identity, achievement of academic goals, and student retention. These organizations go through an annual accreditation process. The process is regulated by the Student General By-Laws, based on July 30, 1999, law 179: Regulation regarding Fraternities, Sororities, and Associations' Registration, established by the Higher Education Institutions in Puerto Rico. The following table offers information about Student Organizations during the academic years 2016-2020.

Table 23: Student Organizations

Student Organizations: Number and Members per Year		
Academic Year	Number of Student Organizations	Members per Year (approximate)
2016-2017	18	486
2017-2018	20	405
2018-2019	19	344
2019-2020	15	290
Total	72	1525

During the 2019-2020 academic year, in the middle of the Covid-19 pandemic, the Come Jaguar organization distributed 672 boxes of fresh food among students with financial need, the institution's surrounding neighbors, and the elementary school adjacent to UPRCA. This activity was accomplished in collaboration with the Federal Agriculture Department and non-profit public and private agencies.

Student organizations such as the University Chorus, the Círculo Teatral Universitario (University Theater Club) and the American Medical Students Association, together with the National Honor Biology Society, donated time and talent to conduct activities to support our students' emotional well-being. In this way, they contributed to mitigating students' anxiety and depression during these pandemic times, thus contributing to student retention.

Student Council

The Student Council is the organization that represents the student body at UPRCA. Its mission is to facilitate the expression of student concerns. The Council organizes activities that promote a healthy atmosphere for student life which complements academic work. The Student Council is a link between students and the administration that contributes with ideas for proper management of the institution and its leadership development. There are five (5) representatives of the Student Council participating at the UPRCA Academic Senate and one at the Administrative Board.

This organism has the following duties and responsibilities: 1) Officially represent the students who elected them 2) Serve as the student's forum for the discussion of problems affecting them, the university community, and the community in general; 3) Submit to corresponding institutional authorities opinions and recommendations regarding situations affecting their constituents and the university; 4) Sponsor and coordinate cultural, social, recreational, scientific, academic, educational and orientation activities to complement the university education; 5) Participate in the university process for the creation and amendment of student academic and institutional bylaws and policies; 6) Participate in the process of selection and evaluation of the Student Ombudsperson; 7) Call for students assemblies and promote their participation in the assemblies and in the election process; 8) Meet with the Chancellor and Dean of Students Affairs at least monthly, among others. Student Council members have voting rights within deliberative bodies such as the Academic Senate and the Administrative Board.

Athletic Department Activities

The Athletic Department offers talented students the opportunity to participate in a series of sports activities for which the institution provides professional coaching and training. Both female and male varsity teams participate in track and field, basketball, cross-country, weightlifting, tennis, beach volleyball, table tennis, baseball, softball, volleyball, soccer, and dance team.

The Athletic Department promotes participation in sports activities that have a formative effect on student's life that complement the academic phase of student-athletes. Since August 2006, students participate in competitive activities carried out under direction of the Intercollegiate Athletic League (LAI for its Spanish acronym). Students are committed to exalting the colors that represent the institution. In addition, sports facilities available at UPR Carolina include volleyball and basketball courts, a weightlifting gym, and the Zona Jaguar (Students Recreation Center) for table tennis.

All student athletes must meet the academic requirements presented in the Governing Board Certification 4, 2019-2020 (Appendix 38) to compete and receive financial aid.

Placement Office

The Placement Office assists students to obtain employment either in their area of study, or in another area of their choice. To achieve this, an online presence in social networks is generated opening a door to new working opportunities. The Office publishes available job-related information on social platforms. This information is also sent to interested students' electronic mail. Students are encouraged to get acquainted with and apply for available employment.

The Placement Office also conducts the Feria de Empleo General (General Employment Fair) once a year. Companies from Puerto Rico and the United States participated in the last fair. Among them are Bella International, Tricon, and Applebees. The Office aims to assemble companies linked to students and/or alumni's fields of study. In order to prepare students for the General Employment Fair, they are provided with workshops and informative lectures about interview techniques, business attire, and resumes.

Recruiting activities are also coordinated with federal, public, and private specialized agencies. For instance, the United States Secret Service Office advised and trained students in applying and drafting professional resumes for employment in their agency. In addition, students learn about job opportunities within the hospitality industry in Puerto Rico and the United States.

Table 24: Job Fairs

Job Fairs		
Academic Year	Number of Services and/or Participating Agencies	Approximate Impact
2017-2018	15	617
2018-2019	21	690
2019-2020	21	450
Total	57	1757

Cultural Activities Office

Social and cultural activities have a significant impact on university life. They strengthen and transcend academic achievements and provide alternatives for social interaction in both educational and recreational settings. Students are encouraged to actively participate in activities and groups that enhance their university experience beyond the academic one. The office coordinates and promotes extracurricular activities that include workshops, conferences, seminars, webinars, artistic and cultural activities like theater plays, concerts, recitals, dancing, music festivals, art exhibitions and cultural trips, among others. The office sponsors six student art groups that impact 130 to 150 students per year. The objective is to provide students with the opportunity to develop their artistic talents, leadership, and opportunities for interpersonal exchange.

During the academic year 2016-2017 the Office sponsored 76 extracurricular activities. This number decreased due to Hurricane Maria in 2017, earthquakes in the southern area of Puerto Rico, and the COVID19 pandemic in 2020. Due to these events, the number of activities fluctuated

between 29 to 42 activities. Nevertheless, the office continued to offer online activities for the university community. The following table shows the activities per year.

Table 25: Extracurricular Activities

Number of Extracurricular Activities performed	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
	76	29	42	41

Services to Veterans

Veteran services oversee and coordinate the educational benefits available through the Veterans Affairs Administration to eligible veteran students, soldiers, and their dependents. The campus registrar acts as the approved official who processes the corresponding documentation. Students are encouraged to visit the office to receive the appropriate orientation and to fill out an application form. Information about applicable laws and available benefits for eligible students may also be accessed in the registrar's office FAQ section of the UPRCA website and the institutional catalog.

Student Ombudsperson Office

The Student Ombudsperson Office serves as an independent, confidential, neutral, accessible, and informal resource for students on campus. The student ombudsperson listens to students' concerns and questions, helps them understand problems or conflicts, explores options, and discusses resolution strategies. The office assists students in clarifying university processes and procedures. The Office handles concerns that relate to grades, financial aid, interpersonal conflicts, student rights and responsibilities, procedural fairness, due processes, and academic integrity.

The Office also disseminates information to the student body about their rights and duties, ensuring that they receive fair and reasonable treatment through mediation. Certification 32, 2005-2006 of the Board of Trustees and Certification 119, 2014-2015 of the Governing Board of the University of Puerto Rico established official policies for the Ombudsperson's Office for all UPR units. The Certifications provide guidelines on 1) criteria to administer the services; 2) the duties of the ombudsperson; 3) criteria to carefully choose the person who would serve as the ombudsperson; 4) how to evaluate the ombudsperson; 5) how to handle complaints against the ombudsperson; and 6) the requirement of an annual report. Recently, the Student Ombudsperson has been included as an observer in all Academic Senate meetings. In order to address a grievance or complaint, a student must start the appropriate procedure in the corresponding department. If unsuccessful, the student may request direct intervention from the Student Ombudsperson either in person or in writing.

During academic years 2016-2020, the OIPEI office assessed students' satisfaction regarding the services provided.

Table 26: Percentage of Satisfactory Responses on the Ombudsperson

Service Office Assessed and Items	2016-17 n= 677	2017-18 n= 713	2018-19 n= 332
Respondents	19	34	10
Service Equity and Justice	73%	72%	60%
Conflict Solution	77%	67%	60%
Defense of Students Rights	78%	72%	40%

As part of the assessment processes, this section of the instrument was revised to better reflect and measure the services provided by the Ombudsperson. The table below shows the results of the revised instrument.

Table 27: Results from the 2019-2020 General Satisfaction Survey - Student Ombudsperson Office (revised items).

Items	2019-20 n= 491
Respondents	35
Satisfaction with Problem Solving Assistance.	80%
Satisfaction with Orientation of Rights, Obligations, and Institutional Policies.	86%
Security and Reliability to Visit and Speak about Problems and Conflict Solutions.	86%
Willingness to Recommend this Service	89%

According to the General Satisfaction Inventory conducted by the OIPEI office, between 80 and 86% of students were satisfied with the services during 2019-2020, and 89% of them would recommend the office to other students.

Zona Jaguar (Student Recreation Center)

The main objective of Zona Jaguar at the UPRCA is to create a healthy environment where students can socialize and enjoy their spare time. In addition, it supports students balance of academic and personal life through recreational activities such as video games, billiard tables, domino tables, ping pong tables, movies and musical video presentations, soft drinks, and snack bars. Internet access and a cafeteria with extended hours are available to students.

Office of Student Services for the Disabled (OSEI)

The population of students with disabilities is of utmost importance for the Deanship of Student Affairs. The Deanship is committed to promoting inclusive educational environments and spaces free of architectural barriers that improve student university experience and academic achievement. The reasonable accommodation application process took place in person and required several visits to the OSEI office. The Office scheduled orientations regarding the

application process, required documents, initial interviews to determine eligibility, and collection and submission of reasonable accommodation documentation. Prior to the beginning of the Covid-19 pandemic, and in collaboration with the University of Puerto Rico Mayagüez Campus, the Office started processing reasonable accommodation letters through the Next platform (Student Information System) utilizing the Accessibility feature.

During the pandemic, OSEI generated reasonable accommodation letters using Next. In addition, the *Desarrollo UPR* (Moodle) platform served as a web-based office. This allowed for the virtual delivery of documents required for application evaluation, initial interviews, counseling sessions, annotations, and the virtual offering of the full range of services that were previously offered on-site. OSEI has served as practice center and internship for Rehabilitation Counseling Master's Degree students from the University of Puerto Rico, Rio Piedras Campus, and for interns from our Office Systems Bachelor's Degree. Computer programs and technological resources specialized in populations with functional diversity made possible the implementation of annotation services. As a future goal, the Office plans to offer distraction-free exams and adequate spaces for tutoring.

During the academic years 2016-2020, the OIPEI office assessed students' satisfaction regarding the services provided.

Table 28: Results from the 2016-2019 General Satisfaction Survey - Office of Student Services for the Disabled (Percentage of satisfactory responses)

Service Offices	**2016-17 n= 677**	**2017-18 n= 713**	**2018-19 n= 332**	**2019-20 n= 491**
Service for Disabled Students	18	24	12	23
Service Satisfaction	70%	96%	75%	*
Service Promotion	76%	92%	75%	91%
Facilities	70%	92%	75%	*
Faculty and Non-Faculty Knowledge of Services for Disabled Students.	79%	96%	*	*

* Item not included in the questionnaire

As part of the assessment processes, this section of the instrument was revised to better reflect and measure the services provided by the Service for Disabled Students Office. The table below shows the results of the revised instrument.

Table 29: Results from the 2019-2020 General Satisfaction Survey - Office of Student Services for the Disabled (New Items

Service Offices	**2019-20 n= 491**
Service for Disabled Students	23
Level of Satisfaction with Support to Guarantee Disabled Students' Rights.	91%
Level of Satisfaction with the Application Process for Reasonable Accommodation.	96%

The results of the survey demonstrated that between 70% and 96% of the students who completed it were satisfied with the assistance provided. Between 75% and 92% of students who completed the survey were satisfied with service promotion. Between 70% and 92 % of students who completed the survey were satisfied with the facilities. Between 79% and 96% of students who completed the survey were satisfied with the faculty and non-faculty knowledge of services for disabled students. In the academic year 2019-2020 91% of the students who completed the survey were satisfied with the support to guarantee disabled students rights. In the academic year 2019-2020 96% of the students who completed the survey were satisfied with the application process for reasonable accommodation.

Conclusion

The University of Puerto Rico at Carolina offers major services geared towards improving student outcomes and creating an enriching student experience. Students benefit from regulated processes that provide guidance and assistance from pre-admission until graduation. This support contributes significantly to persistence and strengthens the endurance that students need to persevere with their studies until completion. Institutional procedures encompass subjects pertaining to admission, financial aid, placement, counseling, tutoring, and extracurricular activities, among others. Each of these topics has an impact on student decision-making. The institutional support available effectively promotes a solid experience that prepares our graduates to enter the labor market or pursue advanced studies, as stated in our Mission Statement.

Strengths

- Institutional services available support students from admission through graduation.
- The criteria and standards for academic program admission are adequately developed, clearly stated, consistently applied, and widely disseminated to admission candidates.
- The criteria used to establish equivalence among courses taken at other institutions is clear and straightforward.
- The institution enforces norms and regulations that ensure student's right to confidentiality.
- Student support services are provided by highly qualified and professional staff who use the strategic plan and the University mission to guide their work.
- Student support offices frequently assess their services and modify their strategies according to students' needs.
- Students have consistently assessed the overall quality of support services as satisfactory.

Opportunities for Improvement and Innovation

- Consider expanding human resources to strengthen student support services.
- Strengthen counseling support services for students with special needs as these have increased due to natural disaster events and the Covid19 pandemic.
- Diversify assessment techniques to evaluate the impact of programs and services.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the Institution's students have accomplished educational goals consistent with their program of study, degree level, the Institution's Mission, and appropriate expectations for institutions of higher education.

Satisfactorily Met the Standard and the Requirements of Affiliation

The University of Puerto Rico at Carolina meets the criteria and sub-criteria pertaining Standard V. Likewise, the University of Puerto Rico at Carolina complies with the three Requirements of Affiliation that correspond with Standard V: requirement #8: The Institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes; requirement #9: The Institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level, or delivery and instructional modality; and requirement #10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Introduction

The University of Puerto Rico at Carolina is committed to provide its students an all-around education that will allow them to join the labor market or complete advanced studies in order to strengthen their professional development and contribute to their country. The assessment processes that illustrate the Institution's efficiency in the development of learning processes that guarantee a high-quality education for our students will be detailed next.

Analytical Narrative

The University of Puerto Rico at Carolina acknowledges that the effectiveness of a higher education institution is the result of careful planning and analysis. Therefore, UPRCA's assessment is characterized by being integrated (across institutional units), holistic (impacting multiple aspects of the students' life), and systematic (methodical and continuous), as established in the Institutional Assessment System (IAS). The Academic Senate approved this system through Certification 12, 2012-2013 (Appendix 39) and its purpose is to guide administrative and academic units in the collection and use of relevant data that contribute to the achievement of the Mission, vision, and goals of the Institution. The IAS constitutes the reference framework that guides all assessment processes in the Institution, assuring that it is an articulated process that promotes the use of data for decision-making at all levels. The IAS is based on Astin's model (1994) of Inputs, Environments, and Outcomes. The IAS aims to get information about students' inputs, environment, and outcomes to understand the multiple ways the Institution can impact students' lives and promote their success.

Since its first implementation, the IAS has been evaluated (Appendix 40: IAS Assessment Rubric). Changes to the process have been implemented to increase participation from academic programs and administrative units continually. Some of the key changes are:

1. Merge the Institutional Research and Planning Office and the Assessment Office into the new Research, Planning, and Institutional Effectiveness Office (OIPEI).
2. Allocate resources to upgrade the previous WeaveOnline subscription to the newest WeaveEducation for three years.
3. Acquire 36 PowerBi Pro Licences to implement business intelligence in the analysis and use of assessment data.
4. Implement new procedures and templates to collect direct evidence of student learning from the courses and centralize the information in the OIPEI.
5. Create a Data Warehouse in the OIPEI, in collaboration with the UPR Central Administration and the Student Success Project from UPR Cayey Campus (Project created under Title V award in UPR Cayey).

The following sections further develop the impact of those initiatives and provide evidence of the systematic assessments conducted at UPRCA since the previous Self-Study Visit.

At UPRCA, every academic program is required to have clearly defined educational goals, which stay true to our Mission and review them periodically (Appendix 23: Certification 45, 2019-2020). Academic departments and support services plan educational experiences to achieve educational goals in multiple modalities that complement each other, assuring a well-rounded academic development.

At the academic program level, the program learning outcomes are clearly defined. The courses in each major are aligned to the program learning outcomes using a curricular map. This process is fundamental since it validates the relevance and contribution of the courses to the expected outcomes and provides the opportunity to reflect on the importance – or need for revision- of the program learning outcomes (Appendix 41: Five-year Assessment Plan).

At the Institutional level, the General Education Program provides clear expectations for student performance. The General Education program has a set of specific courses that address its learning outcomes (REA's for its Spanish Acronym). Also, courses in the majors provide additional opportunities to support the General Education outcomes, demonstrating the interrelation between institutional learning goals and the learning experiences offered through specialized education (Appendix 42: Alignment among courses in the majors and GenEd).

Table 30: Goals, REA's and General Education Courses

General Education Goals	**General Education Courses**	**Major's Courses Supporting EdGen**
Technological Literacy and Information Management	Addressed through Library training	39
Core Disciplines	14	33
Investigative Thought	14	54
Quantitative, Qualitative, and Statistical Analysis	4	63
Critical Thinking	14	65
Communication	10	21
Ethics	10	34
Social Interdependency and Diversity	10	17

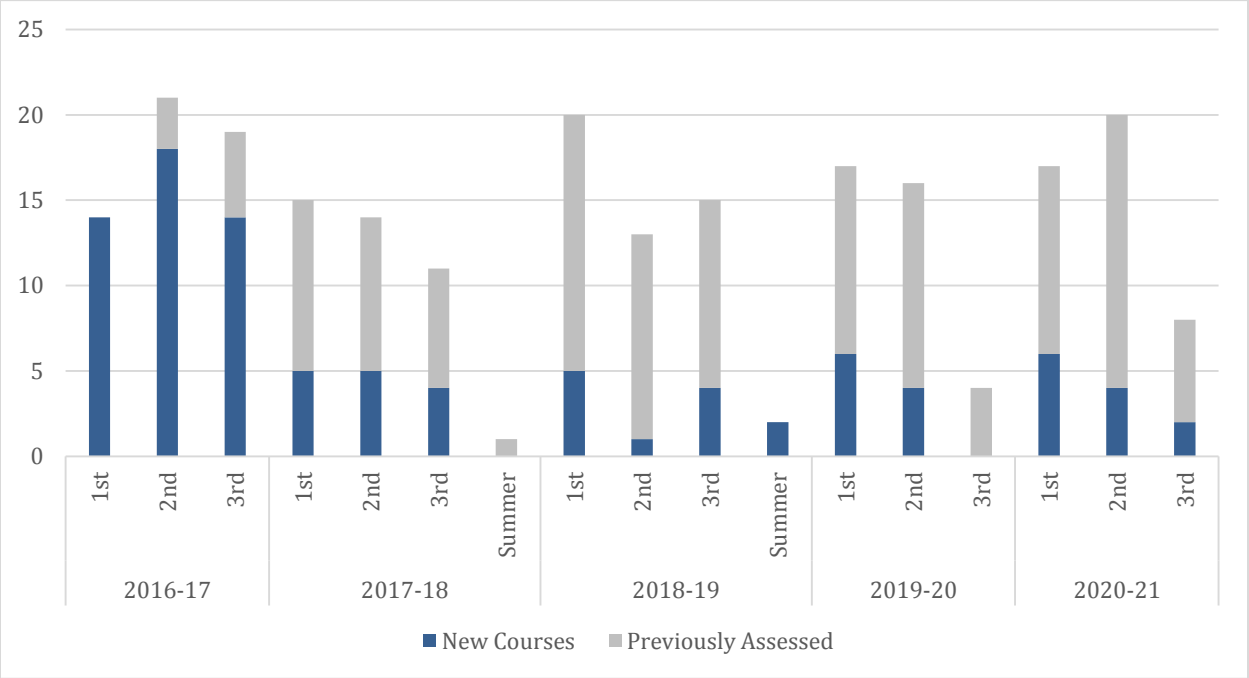
Assessment Implementation and Growth

The revisions to the functions of the Planning, Research, and Institutional Effectiveness Office (OIPEI), explained at the beginning of this chapter, have contributed to achieving more participation from the academic programs in learning outcomes assessment. Since 2016, one hundred different courses have been assessed. This number continues to grow over time as resources are allocated to the OIPEI. Even during pandemic times due to COVID-19, during the academic year 2020-2021, 14 new courses were assessed (See Table 31).

Table 31: Courses Assessed for the First Time per Academic Year and Quarter Term

Academic Year	Quarter Term				Courses Assessed for the 1st Time per Year
	1st	2nd	3rd	Summer	
2016-17	14	18	14	-	46
2017-18	5	5	4	-	14
2018-19	5	1	4	2	12
2019-20	6	4	0	-	10
2020-21	3	4	2	-	9
Total Distinct Courses in the Five years:					**91**

The figure below shows new and previously assessed courses by academic year and quarter term:



As Table 32 shows, the total number of course sections have also continued to increase through the years. In 2020, the number of sections assessed was the highest of the last five years, even when the total number has declined by 22% compared to 2017-18.

Table 32: Sections Assessed for the Last Five Years

Academic Year	Distinct Courses	Sections	Number of Students Impacted	Total Instances Assessed
2016-17	46	272	2791	13617
2017-18	33	155	2034	7552
2018-19	43	164	1916	7773
2019-20	32	121	1818	4840
2020-21	37	185	1181	5583
Grand Total	**91**	**897**	**Unknown***	**39365**

Note: The identifier used during the COVID-19 pandemic (email) was different from the one used in Face-to-Face assessments (Student Id).

Impact of Student Learning Assessment in the Curriculum

An important part of the assessment process is disseminating the results for decision-making at the course, program, and institutional levels. In 2007, Weave Online was adopted to evidence assessment processes at the Institution. In 2014 an institutional researcher was assigned to support faculty in the use of the platform. Assessment Cycle 2019-20 was closed with 53% of the academic departments; however, more emphasis is being placed on the use of the platform and one-on-one training sessions are being provided by OIPEI to increase the participation of academic departments in Weave Education. However, assessment data is disseminated in multiple ways to stress using the results. Some of the most frequent forms include assessment reports by section and course, personal communications with directors of student support offices and academic programs, Deans, and the Chancellor. Some of the ways that assessment results at UPRCA have impacted the educational experiences provided to students through their majors and the General Education Program are shown in Table 33.

Table 33: Use of Assessment Results for Decision Making at the Academic Programs

Change Category	2016-17	2017-18	2018-19	2019-20	Grand Total
Changes in teaching methodology	0	2	1	0	3
Administrative process revisions	0	1	1	4	6
Integration of additional educational strategies	26	14	17	7	64
Textbooks change	0	1	1	0	2
Integration of new assessment methods	27	20	35	9	91
Integration of new pedagogical tools and software	0	0	2	12	14
Revised syllabi	14	20	20	13	67
Grand Total	**67**	**58**	**77**	**45**	**247**

Indirect Assessment of Student Learning

UPRCA academic programs also conduct indirect assessment of student learning. One of the best tools available is the *Course Satisfaction Questionnaire,* developed in 2011 and administered for the first time in 2012. Since then, the instrument has evolved and has been included in multiple courses. During the third Quarter-term 2020-2021, a generic form of this survey was administered. A total of 908 students participated in the survey, and feedback was received for 218 courses. The General Education courses showed the largest participation. Most students reported using between two and three hours of study per week per course. Some of the most important information obtained through the *Course Satisfaction Questionnaire* is whether the students are learning what they are supposed to learn; if the courses are effective in increasing their interest in the topic; and how course content can be improved. As Table 34 shows, most of students have reported that: (a) course assignments have been helpful to understand the topics, (b) course content was exciting and contributed to the development of new knowledge, (c) faculty explained course content in a way that facilitated understanding, (d) students were satisfied with the intellectual challenge, and (e) course content was related with knowledge developed in previous courses.

Table 34: Key findings from the Course Satisfaction Questionnaire

Item	% Of Much or Very Much
Tasks assigned have been beneficial to understand the material	86%
Course contribution to my development of new knowledge	86%
The amount of material presented is adequate	85%
Course topics are explained clearly	85%
Course content is interesting	85%
I am clear about what is expected from me every week	85%
I am satisfied with course content sequence	85%
I am satisfied with the level of intellectual challenge	84%
Evaluation strategies allow me to demonstrate my understanding of the topics	84%
Course content delivery facilitated understanding of the topics	83%
The relationship between the content learned in this course and previous ones	83%
Class content is adapted to my needs	81%
This course increased my interest in the subject	**78%**
The course has motivated me to expand my knowledge regarding the topic outside the class	**78%**
The course topics increase my interest of studying in the program I am enrolled in	**77%**

Based on survey results, the following opportunities for improvement have been identified: (a) integration of educational resources and experiences to increase students' interest in the subject, (b) increase out-of-classroom activities to motivate students to discover additional topic information (self-directed learning), and (c) design course experiences that directly relate to their professional practice to promote students' interest in the major of study. Academic departments make use of survey results to complete five-year program evaluation reports as required for non-accredited programs. Accredited programs use the data in their reports to accreditation agencies.

Assessing the Value of Educational Experiences

Cultural activities and the Learning Commons project in the library are examples of intersection between curricular and extracurricular experiences and cultural activities (See Standard III: Design and Delivery of the Student Learning Experience). The impact of the curricular and extracurricular activities on student development is continuously measured through the Exit Survey (further described in the Institutional Assessment System). This survey asks students questions regarding their participation in institutional activities and their degree of satisfaction with their academic development. The most recent Exit Survey had a participation rate of 58% out of 590 graduates. In the survey, most students reported participating in one or more extracurricular activities, as shown in Table 35. Furthermore, 90% of the participants reported being satisfied with the educational experience in UPRCA. Also, 92% reported being satisfied with the academic quality and the skills developed in their major field of study.

Table 35: Student Participation in Extracurricular Activities

Activity	% Students
Student Organizations	18.8
Sports	13.0
Other	11.6
Student fine arts association	9.9
Honor Study Programs	7.5
Travels	4.1
General Student Council	3.5
International Studies and Exchange Program	2.3
Overall Participation	58

Students also reported being satisfied with the acquired knowledge and skills necessary to succeed in their careers and help them live meaningful lives. As reported in the Exit Survey, it is evident that UPRCA has contributed to the development of essential skills such as lifelong learning, decision-making, and cooperative work. Furthermore, students have reported being satisfied with their development of ethical conduct at the core of our mission and values (i.e., diversity, respect and appreciation, integrity, and social responsibility). Table 36 shows the latest survey results and their alignment with the institutional values in our Mission.

Table 36: Students' Satisfaction with acquired knowledge and skills (Exit Survey, 2019)

Knowledge or Skill	% Satisfied	Related Institutional Value
Reflective and critical thinking capability	93%	Teaching excellence
Skills developed in their major field of study	92%	Teaching excellence
Searching and ethical use of information	91%	Integrity, ethics and academic honesty
Lifelong learning	89%	Teaching excellence
Teamwork	89%	Teaching excellence
Sense of social responsibility	88%	Diversity and social awareness
Understanding and appreciating cultural diversity	88%	Diversity and social awareness
Decision-making	88%	Teaching excellence
Technological skills	80%	Teaching excellence
Self-confidence and leadership	83%	Teaching excellence

The Institution's positive impact on student life is evidenced by 91% of the students indicating they are satisfied with their educational experience, 95% stated they are proud of having studied at UPRCA, and 93% would recommend others to enroll at UPRCA. Nonetheless, institutional opportunities for improvement remain. The section *Using Assessment Data for Improvement* provides details about how UPRCA uses data to inform decision-making at all levels.

The Value of Assessment for First-Year Students

UPRCA is committed to providing students with the support services they need to succeed in their academic life. In order to plan effectively and assign the resources necessary to support them, in 2016 the OIPEI office began to administer the *Interests and Need Assessment Questionnaire* to first-year students. The Questionnaire may be submitted anonymously, but students may opt to provide their contact information. The information collected serves two purposes: 1) refer students to the supported services they requested, and 2) provide information to the institution about the student profile so that potential support services can be designed or improved. Significant information gathered from the *Interests and Need Assessment Questionnaire* is shown in the table below.

Table 37: Key Data from the Interests and Need Assessment Questionnaire (2020) used for referrals and documenting the need for support services.

Item in Need of Support	**% of Students**
Oral expression in English	50%
Mathematics	51%
Written expression in English	41%
Study Habits	27%
Academic Counseling	31%
Counseling and Psychological Services	21%

The use of assessment data has also impacted recruitment and retention. The Institution recruiter and the retention committee are using the first-year student profile to design recruitment strategies. Also, the data from the *First-Year Interests and Need Assessment* data is being used by the retention committee to develop a new retention plan.

The analysis of first-year student profiles helped the Institutional Retention Committee in adjusting strategies to better meet the particular needs of these students. For instance, in addition to current remedial courses, new options are under consideration to assist students with academic deficiencies; immediate family inclusion in college selection; further social and emotional support initiatives, and funding support for students, among others.

Using Assessment Data for Improvement

One of the most challenging aspects of the assessment cycle is using data to inform decision-making. UPRCA needed to "develop on a campus-wide basis a system to disseminate and analyze assessment information to conduct planning and decision-making processes" (UPRCA Self-Study 2011). In this regard, UPRCA has made an enormous leap. During the academic year 2019-2020, UPRCA started to use business intelligence systems to analyze data. Thirty-six Power BI Pro licenses have been acquired to disseminate institutional effectiveness data among its stakeholders. Student outcomes data and other relevant information have also been made available for the public using Power BI. Simple and complex data can be retrieved, while new systems are being developed for data-driven decision-making.

A substantial project developed using business intelligence tools consists of an Enrollment Monitoring System (EMS). After implementing the EMS, it has been possible to closely watch the enrollment process and implement early interventions through student contact information to identify their reasons for not enrolling. If these relate to administrative processes, assistance is provided. If there are other reasons for not enrolling and the institution has support services related to the student's particular situation, they could be referred to the corresponding office. Early interventions were conducted using the EMS system during the first and second quarter-terms of 2020-2021. The impact of monitoring and interventions led to an additional 741 additional students enrolled in the institution.

Another important project that has represented significant progress for data-driven decision-making has been getting access to institutional data through the Title V project: *Increasing Special Needs Student Enrollment, Academic Success and Retention by Improving the Institutional Academic Support Services and Delivery of On-line Courses* from the University of Puerto Rico at Cayey. This has dramatically improved our processes by providing the OIPEI direct access to data that is updated daily. Having access to this data, OIPEI can use data analytics to disseminate information to its stakeholders. An example of the application of this data for decision-making is the development of a new academic planning process. In this new process, the academic deanship uses data from the OIPEI office about current students to determine the number of sections to be created per academic term instead of using historical data. This new process has resulted in optimized course enrollment and significant economies. The institution has also improved the dissemination of assessment data using interactive dashboards. The dashboards support leadership decision-making processes based on current data.

Feedback from surveys submitted by the OIPEI office such as the Exit Survey and the Student Satisfaction Inventory (2016-2019) enabled the institution to identify areas for improvement. Examples of areas are shown in the table below:

Table 38: Outcomes Assessment Action Results

Area to Improve	Sources of Information (Assessment)	% of Satisfaction	Action Implemented	Outcome
Registrar's Office	Exit Survey	61%	● Monitoring student requests and follow-up system within the Registrar's Office ● Service Satisfaction Mini Survey within the Registrar's Email Signature	● Various processes have been upgraded and simplified for the student. ● Higher satisfaction (90% positive responses in 2021)
	Satisfaction Inventory (overall)	73%		
Campus Security	Exit Survey	59%	● Training is being provided for security personnel. ● The company is recruiting extra personnel anticipating the return to face-to-face classes	● Not measured yet. Next assessment is scheduled for the 2 Quarter 2021-2022
	Satisfaction Inventory	66% (2-year average)		

Academic Advising	Exit Survey	73%	● A new tool for academic advising has been developed in-house and is being tested ● Procedures for Academic Advising are being reviewed	● Early adopters (Faculty Members) has reported increased efficiency in the process.
	Satisfaction Inventory	53% average		
Library – Ask the Librarian Service	Satisfaction Inventory	29%	● Administrative changes and relocation of human resources to supply the increased service demand.	● Higher Satisfaction (97% CRA's Survey, 2021)
Employment Placement	Exit Survey	28%	● A plan is under development and Career Service Management Software is under consideration.	● Adoption of Simplicity Career Management System
Academic Calendar	Exit Survey	37%	● A new procedure has been implemented to schedule academic sessions based on student's classification year and the curricular sequence of each academic program.	● More stable academic planning. Less canceled sessions and higher session occupation rate.
	Satisfaction Inventory	69%		
Classroom and Laboratory Conditions	Exit Survey	48%	● Academic rooms have been renewed and equipped with new technological equipment.	● Not measured yet. The next assessment is scheduled for the 2nd Quarter-term 2021-2022
	Satisfaction Inventory (Overall)	57%		

Training and Support to Strengthen Assessment Culture

Significant support and encouragement were highlighted in the UPRCA Self-study of 2011. Extensive resources and effort have been placed in developing substantial training and a support system for academic and administrative personnel. The data discussed in this chapter shows that student learning assessment is a sustainable practice as processes are reviewed continuously to identify ways to support faculty and academic programs in this endeavor. One of the ways in which assessment of student learning has been supported through the years has been in the adoption of WeaveOnline in 2007 and its upgraded version, WeaveEducation, in 2019-20. Since then, more emphasis is being placed on using this software as the primary tool to disseminate and follow up on assessment results. OIPEI provides training and support to assessment coordinators to promote the full adoption of WeaveEducation.

Furthermore, in addition to the training provided to faculty to promote the use of WeaveOnline (from 2014 to 2018) and WeaveEducation (from 2019 to the present), the training *Effective but Easy Assessment* was provided to faculty from 2014 to 2016. Recurrent training on data processing using Remark Office is being provided by the OIPEI staff. In March 2020, a training session was provided to all academic directors and assessment coordinators entitled *An Introduction to Assessment*. Since then, the support provided to assessment coordinators has been individualized.

Extensive support has also been established in terms of data processing and data dissemination. Since 2013, Remark Office Software began to be used to process the results of the direct and indirect assessment of student learning. For this purpose, OIPEI developed new procedures and templates to be used by academic departments and administrative offices to collect assessment data and centralize the information. This new process takes the burden of data processing from the faculty and allows them more time to focus on developing actions plans and implementing them.

Conclusion

The processes and evidence presented in this chapter demonstrate that the University of Puerto Rico at Carolina continuously assesses student learning and institutional effectiveness and uses the data collected to inform decision-making at all levels. UPRCA's commitment to quality is evident through the significant improvements that have been made in the last five years and the resources that have been allocated to support assessment across academic departments and administrative units. The OIPEI has continued to improve assessment processes by using business intelligence for data analytics and technology to promptly collect and disseminate assessment information.

Strengths

- The Institutional Assessment System (IAS) is improved continuously, and it has demonstrated that it is a well-connected process focused on data collection to fulfill the institutional mission.
- Assessment is conducted to promote reflection about the accomplishment of the institutional mission and identify courses of action.
- Professional accreditation continues to be an institutional priority, and the Institution implements a rigorous assessment process for programs that are not professionally accredited.
- There is evidence of the use of assessment results to inform decision-making at all levels.
- Assessment of student learning has become very specific at the student level, allowing to align mastery of course-level objectives with program learning outcomes for most programs.
- Since implementing the General Satisfaction Inventory, more assessment data on administrative units are available yearly, allowing for improved procedures.

Opportunities for improvement and innovation

- Share success stories across academic departments to learn and implement best practices in program evaluation at UPRCA.
- Strengthen initiatives to assist students on job placement and assign resources to increase satisfaction levels with campus security and facilities.
- Design additional assessment training and require it as part of faculty professional development.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources use, and facilities improvement plans are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Satisfactorily Met the Standard and the Requirements of Affiliation

The University of Puerto Rico at Carolina meets all nine criteria of Standard VI. In addition, our institution meets the Requirements of Affiliation related to Standard VI. Requirement #8: The institution systematically evaluates its educational and other programs, and makes public how well and in what ways it is accomplishing its purposes; Requirement #10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments; and Requirement #11: The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability. Standard VI meets the requirement of affiliation #14: The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Affiliation requirement #15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Introduction

Institutional planning processes have been nuanced by many external elements that have set the institutional resilience capacity to test. The last five years have been tempered by the reduction in state funding due to precautionary measures imposed by the Financial Oversight and Management Board for Puerto Rico, created by the federal government under the Puerto Rico Oversight Management and Economic Stability Act (PROMESA) of 2016. In addition, the fiscal and operational situation has been affected by the onslaught of hurricanes Irma and María in September 2017, the earthquake of January 7, 2020, and recently by the pandemic caused by the COVID-19. However, the constituents, the administrative and academic leadership managed to adapt the administrative and academic processes to guarantee continuity, academic goals achievement, and most importantly, student learning. The institution adopted dynamic planning, resource allocation, and institutional improvement processes on an ongoing basis to achieve the goals and objectives of the institution. Processes are focused on four priorities articulated within the strategic plan. Among these, three are linked to this standard: Priority I - External Resources and Research, Priority II - Academic Innovation, and Priority IV - Data-driven Decision-Making.

Analytical Narrative

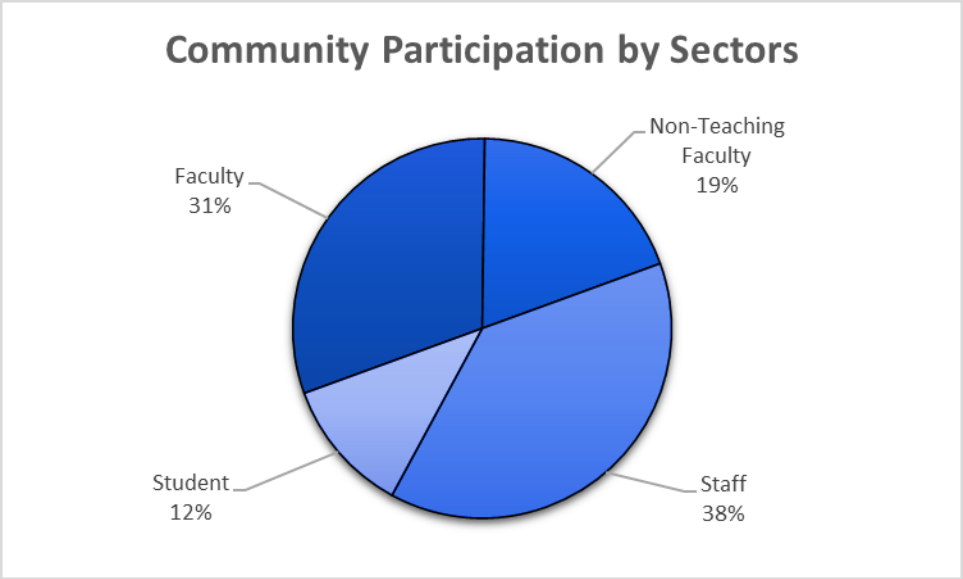
Strategic planning is an ongoing process at UPRCA. Challenges faced in the last five years required continuous monitoring and discussion of the outcomes, enabling the implementation of new courses of action. A formative assessment of the 2013-2017 Strategic Plan revealed that most of the goals and objectives are equally relevant today due to the impact of events like Hurricane María, Earthquakes, the pandemic, and budget constraints. The Plan seeks to accomplish the institutional mission and goals related to academic quality, planning, and fiscal sustainability, and defines a series of critical factors to improve institutional effectiveness as well as strategic directions.

Formative assessment showed that the performance level in critical objectives was below the expected one, therefore, an initial extension of the plan was implemented. This extension will continue until January 2023 to concur with the UPR Systemic Strategic Plan that is being developed. Hence, the UPRCA Strategic Plan will be closely articulated with the systemic one. This initiative will allow UPRCA to continue working on critical objectives while implementing new strategies. The extension that has been implemented provided additional time to expand the analysis of the environment and increase participation of multiple stakeholders.

Goals and objectives of the 2013-2017 strategic plan were reviewed for implementation in the new plan. The plan will focus on the most pressing priorities that lead to the four strategic goals with thirteen (13) objectives, instead of the forty-four (44) strategic goals of the 2013-2017 Strategic Plan. This will allow us to focus on short and medium-term achievable objectives that have a higher institutional impact on the institution. The new plan would be focused on addressing institutional challenges by tightening the links among external resources and research, academic innovation, advancing student academic and professional goals, and data-driven decision-making.

New strategies have been implemented since the academic year 2019-20 to involve the academic community as much as possible. For example, through the cartero.carolina@upr.edu the administration shared goals and objectives for the proposed strategic plan. University community members were invited to participate as volunteers to contribute with the development of strategies. The following figure shows university community survey responses:

Figure 3: Community Participation by Sectors



Experts in each of the strategic areas were assigned to serve as leaders in four constituted sub-committees of the strategic plan goals. The Strategic Doing approach was implemented for the development of the strategic plan initiatives. This method enables people to form action-oriented collaborations and identify opportunities and resources that would assist the Institution move towards achieving the proposed goals. The development of the new strategic plan is a participative process that will provide the institution with an impactful plan that can maximize budget allocation when institutional resources are limited.

Short- and long-term financial planning is one of the key elements to guarantee financial stability, growth, and sustainability. Nevertheless, due to the budgetary constraints approved by the UPR System Fiscal Plan, the recurrent assignment to the Carolina Campus has been experiencing a continuing budgetary reduction. In a challenging public higher education environment, with declining state support, it is incumbent upon UPRCA to seek funding from external sources and operate cost effectively.

The UPR Central Administration carries out financial planning processes considering historical expenses related to payroll, utilities, and operating expenses. At the Campus level, budget reductions are adjusted by cost-control initiatives and an aggressive increase of external funding sources. Once the operating budget is assigned to UPR Carolina, strategic planning and resource allocation play a vital role in achieving institutional goals.

Decision-making and planning processes guide institutional renewal efforts. The planning and assessment processes at departments and other academic unit levels uses an Excel template (Appendix 43: Budget Request Template) to articulate strategic planning and budget allocation. This template is used to align their initiatives to the objectives, goals, and metrics of the strategic plan. A budget planning is established for each of the initiatives, allocating external funds or economies. Proposed initiatives are reviewed by the Chancellor and the deans to ensure an

appropriate relation with institutional goals. UPRCA oversees financial projections to implement short- and long-term financial planning. Table 39 shows a five-year budget projection.

For example, in 2020, economies were used to cover the costs of new tenure-track appointments, equipment, and office renovations requested by academic administrative units. These budgets are monitored closely through quarterly assessments to compare actual with projected expenses (Appendix 44: Budget Analysis). If variations are identified, corrective actions are taken to guarantee a fiscal year closing within budget. For example, if the variance is positive, it is used to cover other obligations or initiatives, but if it is negative, additional precautionary measures are taken.

Table 39: Budget Projections by Program FY 2020-2021 to 2024-2025

Program	Budget Projections				
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Instruction	10,492,453	10,831,320	10,199,537	10,235,314	10,277,840
Academic Support	1,696,032	1,850,021	2,218,117	2,225,638	2,234,927
Student Services	1,969,627	1,856,714	2,268,548	2,276,241	2,285,741
Institutional Support	5,471,612	4,780,721	3,994,870	4,008,416	4,025,146
Infrastructure, Maintenance, and Operation	2,249,759	3,124,412	4,267,478	4,482,627	4,501,336
Totals	$21,879,483	$22,443,188	$22,948,550	$23,228,236	$23,324,990

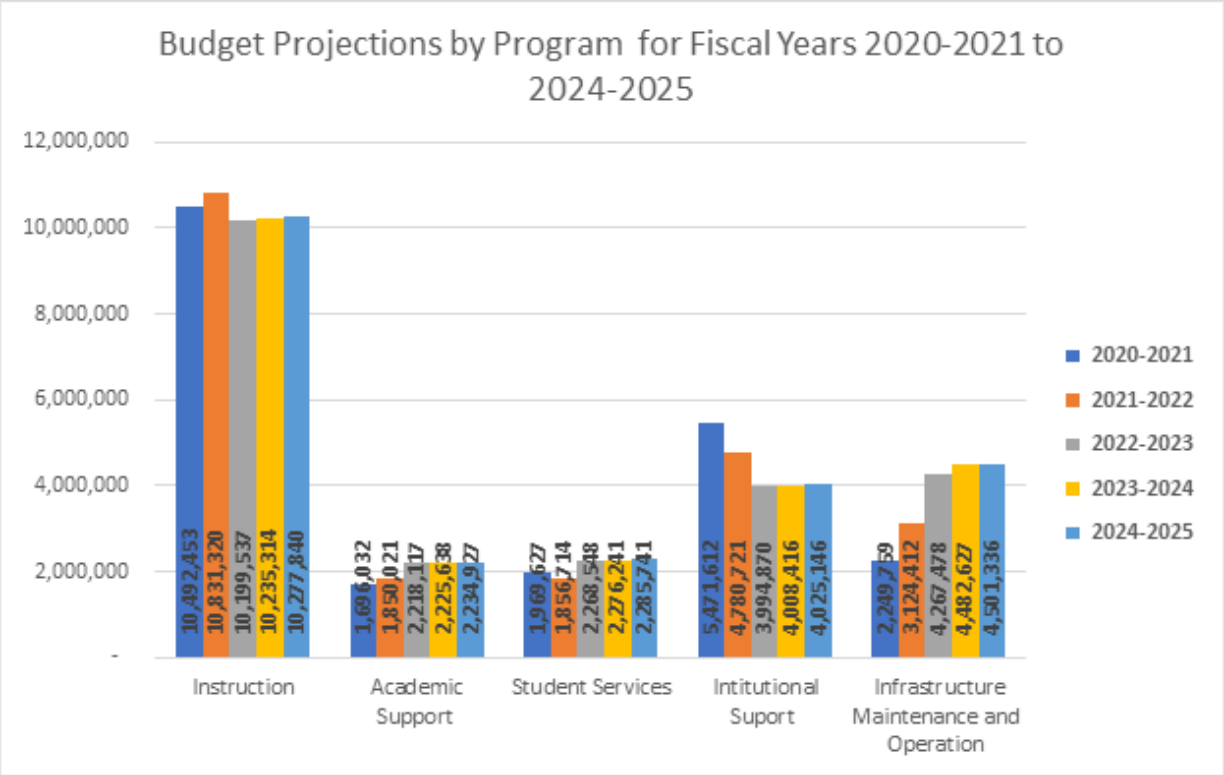
Source: UPR Central Administration and UPRCA Finance and Budget Offices

The financial situation for Academic year 2021-2022 led to a particular change in the above-mentioned process. The UPR Central Administration sent a pre-approved budget with fund distribution and restrictions. Any distribution change to be requested by UPRCA must be returned for Central Administration and Financial Oversight and Management Board approval. Upon completing the fiscal adjustments at the UPR system level, the budget assigned to the UPR Carolina Campus for FY 2021-22 will be $22,443,188. This represents an increase of $563,705 in the general fund, equivalent to .03% in comparison to the FY 2020-21 assigned budget. This budget increase, combined with institutional funding initiatives, enrollment diversification, and increased efficiencies through processes for optimizing academic and administrative offerings, generate the necessary fiscal resources to sustain the operation for the following years.

Table 40: Budget Projections by Category Expenses FY 2020-2021 to 2024-2025

Category	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Salaries	60.85%	58.25%	58.19%	57.41%	56.60%
Fringe Benefits	35.08%	31.48%	30.83%	30.47%	30.10%
Utilities	2.85%	2.85%	2.81%	3.23%	3.43%
Equipment	1.13%	0.65%	0.86%	0.86%	1.07%
Teaching Assistantships - Materials Services and Supplies	0.09%	6.77%	7.22%	7.91%	8.67%
Travel Expenses	0.00%	0.00%	0.09%	0.11%	0.13%
Grand Total	100%	100%	100%	100%	100%

Figure 4: Budget Projections by Program



Source: UPR Central Administration and UPR Carolina Finance and Budget Offices

According to the previous data, state funds barely cover operational costs. Nevertheless, several initiatives at UPRCA have been implemented to ensure sustainability. The Extended University Division has generated significant income enabling UPRCA to guarantee its operation. Offerings include online and face-to-face coursework leading to undergraduate degrees (See Standard III: Design and Delivery of the Student Learning Experience). DECEP has increased its revenues from $1.47 million in fiscal year 2017 to $4.21 million for the current fiscal year. In the last five years, the Extended University has increased its revenues by 201%, representing a gross increase of 2.72 million dollars, comparing 2017 revenues with 2021, contributing to the achievement of UPRCA mission and the institutional priorities, through direct services and academic support (Appendix 45: UnEx).

Figure 5: DECEP Income for the Last Five Years

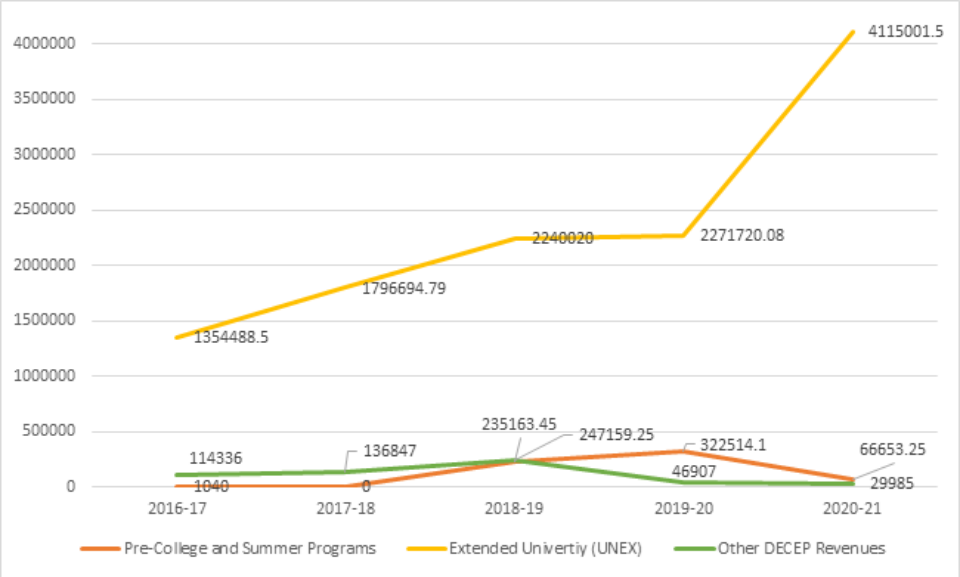
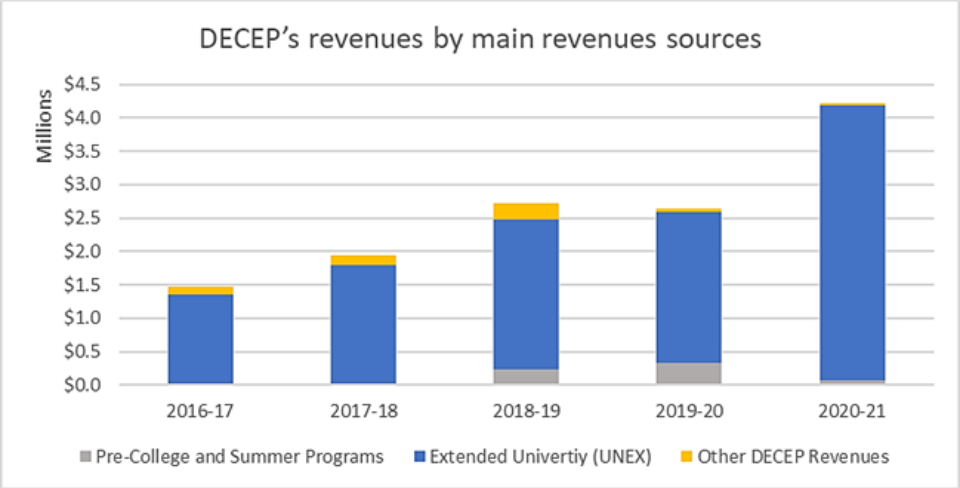


Figure 6: DECEP's Revenues by Main Revenues Sources



Source: UPR Carolina Finance Office

Institutional initiatives directed to generate additional income began in February 2019. These consisted of training series on diverse topics for state agencies. Thirteen seminars offered in the first five months represented $79,068 in new income. UPRCA offered over 53 training sessions, which will bring over $291,000 in new revenues. These training programs will represent a constant new revenue source.

Human and physical resources remain a major challenge at UPRCA. Recruitment as well as physical and technological infrastructure renewals are considered at the highest governance level. This allows the Chancellor and the deans to set priorities and provide strategic direction. Funding from FEMA and the CARES Act as well as other external proposals will help accelerate many

renovation projects. Staff relocation and the use of external funds for hiring purposes have made possible the continuity of student services and facilities maintenance. Currently, UPRCA is constituted by 118 full-time faculty members (189 including teaching and non-teaching faculty and 184 (total) non-faculty members to serve an approximate student population of 2,373.

Campus technology infrastructure is constantly updated. The Chancellor, together with the Information Systems Office, developed a technology infrastructure renewal plan (Appendix: 46) financed by CARES and CRRSSA acts. This renovation includes the installation of a faster wireless network and the transformation of classrooms into hybrid ones. This would allow the institution to offer both face-to-face and distance courses simultaneously. Additional servers for virtual machine creation have already been acquired.

Ongoing educational technology improvements are carried out through a technology fee. These funds are collected every year and are distributed among the departments who submit project proposals to address academic program needs. Each proposal is evaluated by the Technology Fee Committee to prioritize fund distribution and to ensure that the proposed initiatives impact students directly. In addition, campus physical infrastructure renovations include:

- **Restroom renovation** – Financed by the Physical Infrastructure Improvement Fund.
- **Elevators refurbishing** – Financed by the Physical Infrastructure Improvement Fund.
- **Electric generator installation** – Financed by funds from the Federal Department of Education.
- **Solar panels** - Financed by the Physical Infrastructure Improvement Fund.
- **Roof waterproofing** – Financed by the Federal Emergency Management Administration (FEMA).
- **Forensic Laboratory** - Approved by the UPR Governing Board, funding in process of being assigned.

Decision-making is defined by the regulatory framework of the institution through the UPR General By-Laws. Academic regulations are established by the Academic Senate as the official forum of the university community. This body provides for representation of faculty members, administrative leadership, and students. The Academic Senate is the governing body authorized to:

- Issue certifications that constitute institutional academic regulations.
- Revise and approve academic programs.
- Establish admission and graduation requirements.
- Submit recommendations for the appointment of the Chancellors.
- Elect representatives to the University Board and the Administrative Board.
- Submit recommendations to the University Board about amendments to the UPR General By-Laws.
- Submit recommendations to the Governing Board about the creation and granting of academic distinctions.

The Administrative Board is the governing body authorized to:

- Advise the Chancellor concerning administrative issues.
- Approve the campus budget.
- Approve tenure-track positions, leaves applicable to all university personnel, faculty promotions, among others.
- Approve the institutional organizational chart.

Institutional decision-making is clearly established and delineated through an organized administrative structure regulated by applicable law (See Standard VII: Governance, Leadership, and Administration). Internal and external auditors examine all fiscal processes and financial transactions. In addition, as part of the UPR accountability processes, all financial transactions and actions are subject to compliance as required by the State Controller Office and the Governmental Ethics Office.

Institutional efforts to seek additional funding to strengthen the technology infrastructure include a three million Title V proposal: *Creation of a Learning Commons: Empowering Students and Faculty*. This project entails significant library space renovations to support distance education, improvements in technological infrastructure, and student financial empowerment.

The Community Development Block Grant for Disaster Recovery (CDBG-DR) approved a proposal submitted by DECEP for $4.7 million. Funds from this grant provide $367,000 to acquire solar energy equipment for the Engineering Technologies Department (Appendix 47). This proposal also represents revenues of $2.2 million in four years and the development of a new academic program in renewable energy. These initiatives demonstrate that UPRCA conducts efforts to achieve its goals and priorities to ensure fulfillment of its Mission.

Annual independent audits are not prepared by individual campuses of the UPR. Instead, a centralized one is conducted by the university Central Administration. All eleven campuses are responsible for providing the corresponding information in compliance with scheduled dates. As a strategy to ensure compliance with the calendar, the UPRCA Finance Office set an internal one with earlier due dates. This practice, which was established in 2016, allowed for prompt correction of follow-up concerns as cited in audit management letters. In addition, advancing the schedule has been crucial to guarantee access to market bonds as well as timely compliance with requirements from the US Department of Education, licensing, and accreditation agencies.

Strategic planning processes must relate to assertive data-driven decision-making. A significant innovation was the incorporation of empirical data through a dashboard system that generates information about admissions, enrollment, retention trends, and additional empirical data that supports informed decision-making. Through different initiatives and instruments, the administrative-academic leadership makes decisions based on data that allows for a more effective decision-making, thus guaranteeing appropriate use of resources.

Planning practices are articulated with the budget planning processes through templates submitted to the budget office by administrative and academic units. These are analyzed and discussed by the academic leadership to subsidize the initiatives that fit the context and goals. Through these templates, annual departmental plans are established. Achievements and action plans are also documented to close the annual planning cycles. These instruments are effective in promoting planning procedures through reflective processes that are transformed into actions, ensuring that planning at department level is articulated with the institutional mission and goals.

The Institution additionally nurtures its planning through input received from advisory boards. This information contributes to fine-tuning departmental strategic vision, delimiting goals, objectives, and defining recommended graduate profiles. As an example, programs that require internships receive important input from industries that help in defining goals and objectives set forth in strategic planning.

Initiatives in process are compatible with institutional priorities and goals. Some are the Forensic Sciences Laboratory, a hydroponic system to produce vegetables for the kitchen of the School of Hotel and Restaurant Administration, and diverse training and courses at DECEP directed toward state government employees. These undertakings will help increase revenue to ensure adequate financial stability.

Formative and summative evaluation of the strategic plans are conducted periodically. This information is used to achieve efficient resource allocation in the areas of highest priority. The ongoing assessment of planning leads to institutional changes arising from extraordinary circumstances such as the pandemic and budget variations. An example of these was the last revision (2019) of the UPRCA Strategic Plan, which was reduced from 44 goals to 13 strategic objectives in four essential goals. This allowed us to focus on the most pressing strategies and institutional priorities for the fulfillment of strategic goals.

Conclusion

The institution conducts planning and budget evaluation processes in alignment with institutional priorities. Technology-driven tools available help retrieve corresponding data that leads to evidence-based results. Financial processes are evaluated to make necessary changes to ensure accountability and sustainability. Institutional endeavors are aimed at implementing efficient planning and resource allocation that allowed for an effective response to present and future financial circumstances and challenges. The planning process is designed to achieve the mission.

Strengths

- The quarter-term system provides for additional revenue opportunities.
- Institutional strategies and initiatives to generate external funding to ensure sustainability.
- A strong academic offer through UNEX, which allows the institution to generate additional revenues.
- Implementation of infrastructure changes to decrease operational costs.
- Strategic planning is linked to resource allocation.
- Audit procedures and changes strengthen accountability.
- The approval of several proposals that will raise more funds and attract non-traditional students.

Opportunities for improvement and innovation

- Increase human resources to strengthen delivery of programs.
- Expand outreach to external advisors to collect more feedback from stakeholders.
- Promote the establishment of more online courses and programs through the UNEX, strengthening the academic offer for adults, and the internationalization of the academic offer.
- Integrate all academic departments in the generation of external funds through the establishment of services to the government and the private sector.
- Strengthen the administrative structure to increase external funding through research proposals.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Satisfactorily Met the Standard and the Requirements of Affiliation

The University of Puerto Rico at Carolina meets the five (5) criteria and all applicable sub-criteria of Standard VII. Furthermore, the UPRCA also meets the following five (5) MSCHE Requirements of Affiliation that map onto Standard VII: Requirement 7: the Institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education; Requirement 12: The Institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The governing body is responsible for the quality and integrity of the Institution and for ensuring that the Institution's mission is being accomplished; Requirement 13: Most of the institution's governing body members have no employment, family, ownership, or other personal financial interest with the Institution. The governing body adheres to the Conflict-of-Interest Policy which affirms that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the Institution. The Institution's district/system or other chief executive officer shall not serve as Chair of the governing body.

Introduction

This section evaluates compliance with Standard VII. The work group members analyzed the Institution's nature of leadership, governance, and administration, based on the information provided by UPRCA governing bodies and corresponding offices (Chancellor's office, Academic, Student and Administrative Deanships, School of Hotel and Restaurant Administration and Department Directors), as well as the effectiveness in establishing priorities and the strategic direction required to improve and sustain academic success. They also analyzed institutional assessment practices as well as the administrative structure and processes to determine their effectiveness and compliance with this standard and their contribution to the attainment of the UPRCA mission and goals.

Analytical Narrative

Governance Structure

The UPR governance structure is stated in the following Laws which grant institutional autonomy and self-government: University of P.R. Act: Law No. 1 of January 20, 1966, as amended; Allocation of Funds to the University of P.R.: Law No. 2 of January 20, 1966, as amended; Law for Personnel of the Puerto Rico Public System: Law No. 184 of August 3, 2004; Law No. 13 of April 20, 2013, which amends article 3 of Law 1,1966: Creation of Governing Board (Appendix 48: Article 3, Law No. 1, 1966 as amended).

The President of the University, as the head of the UPR system, provides a route map to the accomplishment of the institutional mission. This map, which is approved by the Governing Board, is presented in the Institutional Strategic Plan (2017-2022), as well as the President's Work Plan, and later distributed to the Chancellor of the eleven (11) units of the UPR system.

The University of Puerto Rico is administered by a Governing Board, which is composed of thirteen (13) members from diverse backgrounds. Four (4) members are elected by the university community and nine (9) members are selected by the state Governor with the approval of the Puerto Rico Senate. These nine (9) members must satisfy requirements such as: having knowledge and experience in finances, being a social and community leader, and having a link to an external Puerto Rican community. Five (5) of these members must be residents of PR and excel in the arts, the sciences, and professions.

The Chancellor is the highest academic and administrative official in the UPRCA governing structure. The campus Administrative Board advises the Chancellor. The role of this Board is to evaluate the annual operational budget, to create procedures needed for the proper operation of UPRCA, and tenure and staff promotions, among others. This Board is also responsible for ensuring compliance with the statutes expressed on the UPRCA Mission and Vision as well as representing all constituencies in other academic and administrative forums.

The Academic Senate is the official forum of the academic community. Faculty and student representatives participate in institutional processes, cooperating and collaborating closely in setting academic standards within the prerogatives established by UPR regulations. It is also responsible for the revision of curricular policies, faculty evaluation standards and procedures, and student admissions standards that are created or revised. The Senate approves certifications that constitute official campus regulations.

The Chancellor, in coordination with the Dean of Academic Affairs, the Dean of Student Affairs, the Dean of Administrative Affairs, academic department heads, office directors, and student body representatives, is responsible to guide and oversee compliance with regulations and administrative decisions.

The supporting evidence, which includes meeting agendas and minutes, demonstrates an articulate and transparent structure that is maintained amongst the bodies that govern or direct processes. It also shows consistent communication between the Chancellor and the four Deans. The Deans for

Academic, Student and Administrative Affairs, along with the Hotel and Restaurant Administration School Dean, host periodic meetings with the academic department directors and office directors. Academic directors also have meetings with their active faculty and non-teaching personnel. Periodic staff meetings are held to discuss guidelines, policies, implementation of administrative processes, and evaluate initiatives that lead to the accomplishment of the Institutional mission.

Student Body Governance

Representatives from both the General Students Council and the School of Hotel and Restaurant Administration Student Council are members of the Academic Senate, the University's Administrative Board, as well as other institutional committees such as the UPRCA working groups for the MSCHE Self-Study. Student representatives from each of the academic departments (or faculties) voice the needs of the student community. Student assemblies are held every third quarter-term to select candidates for the position of student representative in academic departments and the General Student Council. Student Assemblies are held during weekdays, and the voting process for the General Student Council is carried out electronically with the support of the campus Information Systems Office. Results are recorded through an electronic platform known as "Poll Everywhere." This electronic voting process has been uninterrupted during the COVID-19 pandemic. Student Representatives and General Students Council nominees must comply with the following selection criteria:

- Be a regular student enrolled in a program leading to a degree
- Maintain a minimum of twelve (12) credits per quarter-term
- Hold an academic index equal to or greater than 2.50

Students cannot qualify for a position as a Student Council representative if they are:

- Under sanction for disciplinary reasons
- On probation for academic deficiency
- Repeating the academic year due to academic deficiency
- Members of the teaching, non-teaching, or classified staff, regardless of the number of credits in which they are enrolled
- Enrolled during a quarter-term with special permits.

Governance Laws and Regulations

UPRCA laws, regulations, policies, and written certifications guarantee impartiality and conflicts of interest. The Human Resources Office complies with these regulations, including Certification 93-110 - Rules for the Administration of the Recruitment System for Non-Teaching Staff of the UPR (Appendix 20), Classification and Remuneration Plan for Non-Teaching Personnel, the Plan Trusted Person Classification, and Organic Law of the Puerto Rico Government Ethics Office Law No. 1 of January 3, 2012, as amended, in its article 4.2 - Ethical prohibitions of a general nature (Appendix 49). This article defines all the prohibitions that a public servant must avoid, particularly conflicts of interest that may result in their own personal benefit.

Fiscal Management and Resource Allocation

The Budget Office allocates financial resources effectively to comply with institutional priorities. The general fund included a 3% increase as compared to the previous fiscal year. (See Standard VI). The budget distribution process consists of the following steps:

1. Deanships send a budget request template to departments and offices.
2. Deanships receive and analyze department and office templates.
3. Deanships submit recommendations to the Chancellor
4. Chancellor approves budget.
5. Budget office prepares distribution of approved budget.
6. Campus Administrative Board approves final budget.

The UPRCA Finance Office provides all the required information to the UPR Central Administration for a timely review of audited financial statements and any other required fiscal-related documentation. The UPR Central Administration, in turn, prepares a consolidated financial report on all units of the UPR system that is audited by a third party.

UPRCA developed several initiatives that generate an economic impact within an academic environment. Some of our academic programs, such as Hotel and Restaurant Administration and the Automotive Technology Program, developed projects where services are provided to institutional and surrounding community. Catering and Banquet services (Café Bar) and the automotive oil change service (TEAULUBE) provide a real work environment experience for our students while generating additional income for the institution. The Continuing Education Division (DECEP) offers professional improvement training as well as short courses and certifications. In addition, it manages courses offered through the Extended University (UNEX) to the university community. Furthermore, it has been actively involved in the development of proposals for the attainment of additional economic resources (See Standard VI: Planning, Resources, and Institutional Improvement).

Academic Quality and Planning

The administration oversees, at the policy level, the quality of teaching and learning, as well as the revision and approval of degree programs. UPRCA has managed to implement innovative academic programs as well as professional certifications that enrich educational offerings. Periodic curricular reviews play a vital role for the improvement of academic programs.

UPRCA has promoted the development of innovative online academic offerings, such as the first online bachelor's degree in Criminal Justice. The number of hybrid courses also increased in all departments. The Distance Education Office supports faculty in designing online courses through the development of instruments and modules that help in the creation of new ones.

In order to assess the quality of teaching and learning, the Academic Dean appoints assessment coordinators recommended by department directors. These coordinators oversee the development of assessment plans and the strategies applied by faculty members in each department. At the end of each quarter-term, each coordinator submits a report to department directors, faculty, and the

OIPEI office. Assessment coordinators are also responsible for uploading report information into WeaveEducation. In this electronic platform we keep evidence records of the progress of the assessment plans that have been carried out as well as evidence of the alignment of the learning objectives of academic programs including goals and mission of each department.

Several academic departments receive feedback from advisory boards that consist of industry specialists who advise on several topics. For example, the School of Hotel and Restaurant Administration maintains continuous communication with companies in the hospitality industry. Input from advisors include topics like identifying external funds, curriculum development, collaborative partnerships, and strategic planning. Other programs that have advisory committees are Business Administration, Automotive Technology, and Office Systems.

Chancellor, Deans and Faculty Evaluations

The Governing Board evaluates the President and Chancellor of each unit in accordance with criteria established in Certification 50, 2004-05, as amended by Certifications 95, 2015-16 and 115, 2015-16). The evaluation of the Chancellor addresses institutional planning, administrative management, academic management, leadership, decision-making, problem-solving, external relationships, professional development, as well as student recruitment, retention, opportunities, and services provided.

The President of the UPR system evaluates the UPRCA Chancellor between the first two and four years after being appointed. However, the Governing Board may, at its own discretion, evaluates the Chancellor in a shorter time, when circumstances require it. The President requests a report to the Academic Senate that includes a working plan as well as input from the university community. An in-person meeting is also held with the Chancellor. Finally, the President submits findings and recommendations to the Governing Board. Furthermore, Deans are evaluated by the Chancellor at intervals of no less than three (3) to five (5) years as stated in the UPR General By-Laws (Articles 39.1, 39.3). In turn, the Dean evaluates Directors annually. Both are evaluated using the Assessment Instrument IV for Personnel in Administrative Functions, as established in Certification 10 (2013-2014) of the Academic Senate.

Leadership Transitions

UPRCA has been able to preserve the continuity of the achievement of its mission during recent leadership transition processes. The current Chancellor, Dr. José Meza-Pereira was appointed in July 2020, after holding the position of Dean for Administrative Affairs (August 2018-June 2020; May 2013-January 2015) and as the Department of Engineering Technology Director (July 2018-August 2018). When Chancellor Jorge Valentín-Asencio notified his intention to retire on June 30, 2020, the UPR President issued a letter announcing the beginning of a consultation process to select a qualified candidate to become the UPRCA Chancellor, a process well defined in the UPR General By-Laws. An ad-hoc committee was appointed by the President to ensure transparency in the selection process (Appendix 50: Chancellor Consultation Process). Dr. Meza Pereira appointed qualified and experienced candidates to occupy different administrative positions, such as deans, department heads and support staff. Many of them have held administrative positions and have previous experience.

Faculty Recruitment

In the first quarter-term 2020-2021, the University had 171 professors, 101 full-time, and 70 part-time, leading to a 17:1 faculty-student ratio. Furthermore, the UPR President has authorized the recruitment of tenure-track professors University-wide. UPRCA prepared a recruitment plan for the granting of tenure-track positions with the input of academic department directors. The recruitment of new faculty members follows the academic preparation guidelines established in Certification 39, 2015-16, which establishes all academic degrees required for probation and tenure-track teaching positions. (Appendix 51: Certification 39, 2015-2016, Academic Senate). Academic departments submitted their tenure-track position requests to the Dean of Academic Affairs, and seven tenure-track positions were approved.

The UPRCA has an organizational structure that is clearly documented and defines reporting relationships. The current Institutional Organization Chart was approved by the Administrative Board in February 2021 (Certification 28, 2020-21). The chart clearly defines hierarchical relationships among the Governing Board, the Office of the President, the Chancellor, the Academic, Student and Administrative Deanships, and its corresponding offices. The organizational chart is available in both the University catalog and webpage. The responsibilities of administrative personnel and governing bodies are further delineated in the UPR General By-Laws.

The administrators possess the credentials and professional experience as well as the skills, technology, and information systems expertise required to perform their roles. UPR recruitment processes carried out by the Human Resource Office, are designed to regulate the employee selection process. These processes are detailed in the UPR General-Bylaws, Classification Plan for Trusted Personnel, and the Remuneration Classification Plan for Non-Teaching Personnel. The classification plan includes job descriptions, minimum academic experience requirements, among other information. Certification 60, 2015-2016 of the Governing Board establishes academic equivalence for duties to faculty members in administrative positions (Appendix 52). UPRCA makes use of this certification to determine credit equivalency for administrative positions such as the Chancellor, Deans, Department Directors, Coordinators, Supervisors, among others.

Engagement with Faculty and Students

Administrative officials frequently communicate with the UPRCA university community using the institutional email (cartero.carolina@upr.edu), powered by the "Blackboard Connect" mass notification system. This software was acquired to create a connected network across the organization, allowing UPRCA to send notifications via a wide range of communication channels, including phone, SMS, social media and more. It also provides statistics to determine the number of people reached. Each dean assigns a person responsible for managing communications from its corresponding office. The Information Systems Office oversees management of the system. Valuable information such as the weekly COVID-19 information bulletin and safety protocols have recently been shared through this means.

Social media networks have been a fundamental tool to achieve immediate communication with students and ensure interaction with them. For several years, UPRCA has made use of digital

platforms like Facebook, Twitter, Instagram, and YouTube for disseminating educational and cultural activities offered by academic departments. In addition, these tools are used for information capsules on academic achievements, events, or service promotions. Students may follow a weekly academic calendar that is published to recall important dates and services from offices like the Registrar, Financial Aid, enrolment processes, and calendar updates, among others.

The use of these social media platforms provided for significant communication during Hurricane María (2017), earthquakes occurred in southern Puerto Rico (2020), and the Covid19 lockdown (2020). Currently, our campus has managed to maintain academic activities remotely by conducting conferences, forums, and live broadcasts. These include:

- Facebook Live: UPR Carolina Informa
- Twitter Live: UPRCA_Informa
- YouTube: Comunicaciones Carolina
- Instagram: uprcarolinainforma

The Academic Senate and Administrative Board documentation is available to the university community through a website developed where certifications and additional administrative information can be seen and downloaded.

Emergency Preparedness, Response, and Resiliency

During the past years the UPRCA has faced unprecedented events, yet it has risen to the challenge by taking innovative and relevant measures to ensure academic continuity while providing support to the University community during times of need. After Hurricanes Irma and María impacted the Island, the administration conducted a survey to collect information regarding the damage caused by these hurricanes and the primary needs of our students such as food, personal hygiene items, clothing, work, and transportation, among others.

In the first quarter-term of the academic year 2017-2018, the institution emailed a survey to 3,851 students, 1,029 (27%) were able to return it. These respondents consisted of 278 first-year student (27%); 412 second and third-year students (40%); 164 students in their fourth year (16%); and 175 students from other years (17%). Only 118 students (11%) were identified as highly affected with total or partial loss of their homes. The survey showed that 46% of respondents did not have water, 30% needed food and 10% sanitary products. Thirty-three (33%) of students reported a need for employment and 15% required transportation.

Initiatives to provide services carried out included the following:

- The University's Athletic Department donated water and soft drinks to the community.
- The Deanship of Student Affairs collected non-perishable food, water, sanitary products, and clothing.
- Donation of Over 2000 meals to students by non-profit organizations like Platos Calientes, Fundación Stefano, and Chef José Andrés' Feed Puerto Rico.
- The Central Administration of the Institution gave financial aid to 10 of the most affected students in UPRCA.

In December 2019, several earthquakes were reported in the southwest of the island, including one of 6.4 magnitude in January 2020. During this time, the Administration commissioned a structural inspection of all buildings to ensure that it was safe to resume academic and administrative activities. Several initiatives were developed to introduce seismic events as a topic of interest to the academic community. For example, emergency plans were revised, conferences on emergency preparedness were held, classroom doors were color coded to identify emergency escape routes, and an earthquake drill was held. Strict protocols and safety measures have been established to ensure academic and administrative operations for the COVID-19 pandemic. These included alternate methods for working and teaching remotely.

The pandemic situation required a quick institutional action to adapt face-to-face teaching methods to online technological tools. Electronic platforms such as Google Meet and Microsoft Teams, among others, provided the means for the faculty to interact and offer live lectures to students. Online courses were also offered by all Departments.

A substantial number of faculty members were already certified to offer online courses. However, the institution still made available additional online training during the pandemic. In March 2020, a survey was administered to the University community to explore the needs of both students and employees during this critical period (Questionnaire to Explore Conditions and Needs of the UPR Carolina University Community). The survey revealed a need for technological equipment and a reliable internet connection. The questionnaire was completed by 75 employees (20%) and revealed that 16% did not have access to computer equipment and internet access (60%). This assessment led the institution to the purchase of laptop computers and hotspots for students, faculty, and non-teaching staff. Federal funding from the Coronavirus Aid Relief and Economic Security Act (CARES) made this acquisition possible. Funds from the Coronavirus Response and Relief Supplemental Appropriation Act (CRRSAA) also provided for additional economic relief to 1,967 students (Appendix 53).

Admissions Office Transfer

The Administration has implemented several initiatives to improve student services and overall efficiency. For example, the Admissions Office was transferred to the Dean of Students Affairs. This decision was made considering that this office maintains direct contact with students. A prior evaluation of the administrative structure in other units of the UPR system such as Aguadilla, Arecibo, and Medical Sciences was conducted as admission offices in these units respond to the Dean of Students. Likewise, the offices of Financial Aid, Medical Services, and OSEI were also transferred to the Dean of Student Affairs (Appendix 54: Admission Office Transfer Request).

Conclusion

UPRCA has maintained effective and participatory processes for institutional planning, renewal processes, leadership, and governance. Although the Institution has been facing a decline in state revenues affecting the availability of funding, it has taken a proactive posture in seeking external funding, and in establishing and adjusting priorities and strategic directions to improve and sustain educational effectiveness. As an institution of higher education, UPRCA works to continue offering relevant academic programs to comply with its mission and vision and looks forward to

the future to move toward strengthening its competitive position, reinforcing external funding through grants and other campus initiatives such as University businesses and distance education alternatives.

Strengths

- UPRCA has a clear governance structure that assures institutional integrity, collaboration and collegiality while maintaining the autonomy of the institution.
- Roles and responsibilities are clearly defined in the UPR General By-laws.
- Students and other members of the academic community (teaching and non-teaching personnel) are represented and actively participate in deliberative and decision-making processes.
- Campus rules and regulations provide for an Open University culture that clearly states constituents' roles and responsibilities in shared governance.
- There is strong collaboration between the UPR Central Office and the system units.
- UPRCA has continued to strengthen communication with the university community through digital platforms such as social media, institutional webpages, and email, among others.

Opportunities for Improvement and Innovation

- Strengthen the assessment of the administrative and student service offices as part of the Institutional Assessment System plan.
- Continue increasing external funding to promote academic and administrative initiatives.
- Promote the periodical and systematic evaluation of upper management personnel, as established in the UPR General By-laws.
- Continue strengthening the assessment culture for data gathering and its use to expand planning.

Glossary

AB	Administrative Board
ACBSP	Accreditation Council for Business Schools and Programs
AS	Academic Senate
CARE	Student Resource and Assistance Center
CIAAPP	Spanish acronym for Institutional Accreditation, Assessment, Planning, and Budget Committee
CICA	Spanish acronym for Research and Academic Development Committee
CRUZADA	Spanish acronym for a Consortium of Public and Private Universities United to Combat the Abuse of Alcohol and Drugs.
DAA	Dean of Academic Affairs Office
DAdA	Dean of Administrative Affairs Office
DECEP	Spanish acronym for Division of Continuing Education and Professional Studies
DECOPSY	Spanish Acronym for Counseling and Psychological Services Department
DSA	Dean of Student Affairs Office
GenEd	General Education Program
GB	Governing Board
HIPAA	Health Insurance Portability and Accountability Act
IACS	International Accreditation of Counseling Services
IGS	Spanish acronym for General Application Index
LAI	Spanish acronym for Intercollegiate Athletic League
LRC	Learning Resource Center (Library)
OIPEI	Spanish acronym for Research, Planning and Institutional Effectiveness Office
OSEI	Office of Student Services for the Disabled
OSEM	Spanish acronym for Medical Services Office
OSI	Spanish acronym for Information Systems Office
PDIT	Spanish acronym for Information Literacy and Technology Program
REA	Spanish acronym for Expected Learning Outcomes
SIS	Student Information System
UPR	University of Puerto Rico
UPRC	University of Puerto Rico Central Administration
UPRCA	University of Puerto Rico Carolina Campus

Appendixes

Appendix 1

Universidad de
Puerto Rico
en Carolina

CERTIFICATION NO. 27 (2019-2020)

I, Mayra Flores Santos, Executive Official of the Academic Senate of the University of Puerto Rico in Carolina, CERTIFY THAT:

The Academic Senate, in its ordinary meeting held online on June 18, 2020, took into consideration the proposal presented by Prof. Stanley R. Portela Valentín on the 2022 Self-Study and Institutional Mission for the University of Puerto Rico in Carolina.

After the essential discussion, the Academic Senate approved:

Amending the Institutional Mission 2022 of the University of Puerto Rico in Carolina

The proposal forms part of this certification.

Senado Académico

In order to be registered, this certification is issued in Carolina, Puerto Rico, today June 19, 2020.

Mayra Flores Santos
Executive Official
Academic Senate

CERTIFIED CORRECT:

Dr. Jorge I. Valentin Asencio
Dean and President of the
Academic Senate

nbm

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Mission

The University of Puerto Rico at Carolina is part of the public higher education system and its services are available to all sectors in our society. It offers a unique quarter-term calendar program of studies focused on the arts, the sciences, hospitality, and technology that allows students to complete an academic degree in less time within the UPR System. The Institution is committed to provide students with a holistic education that enables them to enter the labor market or pursue advanced studies to strengthen their professional development and contribution to their homeland.

Vision

The Institution strives to impact a diverse, dynamic, changing, and globalized society. Recognized by employers for its academic excellence and services. Committed with the development of new knowledge through research from its faculty and students both national and internationally.

Values

- Excellence: High-quality level of teaching offered at the institution that enables our graduates to contribute to society.
- Integrity, ethics, and academic honesty: Institutional rectitude that sets itself as an example to society in the process of creating new knowledge.
- Diversity and social awareness: Contribution to the establishment of a society that respects diversity of ideas and fosters a humanistic education.
- Culture of service: The institutional performance to serve the educational process.

Goals

- Provide opportunities for academic, professional, and cultural development to students in and out of Puerto Rico.
- Increase the outreach of UPR-Carolina unique academic offerings.
- Provide an efficient support for the completion of academic degrees in a shorter time frame.
- Offer a comprehensive education that helps transition its graduates into the labor market and advanced studies.

Appendix 2

UPR General By-Laws

Article 11 – Academic and Research Freedom

Section 11.1- Academic Freedom

Academic freedom consists of the right of every member of the educational personnel to teach objectively and with honor the subject he/she teaches, without other restrictions except the ones that impose intellectual and moral responsibility of addressing all essential elements of the course, as approved by the corresponding authority, respecting diverging criteria, and the duty to impart his/her knowledge through pedagogical proceedings identified with the teaching ethics and the pursuit of the truth.

Section 11.2 – Research Freedom

Research freedom consists of the right of every member of the educational personnel committed to research to accomplish his/her work free of restrictions that limit his/her objectivity, intellectual integrity, or the dedication to the pursuit of the truth in his/her work.

Section 11.3 – University's Duty

The University will protect its educational personnel's academic and research freedom.

Section 11.4 – Students' Correlative Right

The exercise of academic and research freedom will not detract from the students' fundamental right to be taught all essential elements of the course, exposing them to different points of view within a framework of respect to their conscience, freedom of thought, and expression.

Appendix 3

Article IX of the UPRCA Faculty Manual Section B
Pages 42 – 43
Foundation of Teaching Rights and Duties

A. Educational personnel fundamental rights

In this section a summary of duties related to the teaching task is presented. According to the University of Puerto Rico General By-Laws, Article 65, the regular teaching task consists in 37.5 weekly hours of university service. This schedule usually consists of:

1. twelve (12) weekly credit-hours of teaching tasks in the classroom.
2. six (6) weekly hours devoted to individualized attention to students.
3. fifteen (15) weekly hours for the preparation of teaching courses, assessment, and necessary efforts to stay abreast with their academic discipline.
4. four and a half (4.5) hours devoted to tasks pertaining teaching, which will include university service in departmental meetings, teaching body meetings (committees, faculty), among others.

B. Academic Freedom

According to the *University Of Puerto Rico General By-Laws*, Section 11.1, academic freedom consists of the right of every member of the educational personnel to teach objectively and with honor the subject he/she teaches, without other restrictions except the ones that impose intellectual and moral responsibility of addressing all essential elements of the course, as approved by the corresponding authority, respecting diverging criteria, and the duty to impart his/her knowledge through pedagogical proceedings identified with the teaching ethics and the pursuit of the truth.

1. Research freedom

According to the *University of Puerto Rico General By-Laws*, Section 11.2, research freedom consists of the right of every member of the educational personnel committed to research to accomplish his/her work free of restrictions that limit his/her objectivity, intellectual integrity, or the dedication to the pursuit of the truth in his/her work.

2. Freedom of expression, association, and institutional order

The University of Puerto Rico General By-Laws, section 32.1 indicates that the university personnel will have the right of expression, association, free assembly, and the right to formulate petitions, sponsor, and conduct activities of any nature according with the Law and university regulations, as long as they do not conflict with other legal activities and do not interrupt institutional work, or disrupts norms established to maintain order, safety, and the stability of institutional tasks, and complies with cannons of self-respect at the university level. Extracurricular activities in the University will take place freely and responsibly.

Appendix 4

CHAPTER II — STUDENT RIGHTS AND DUTIES

PART B — ACADEMIC ASPECTS

Article 2.9 – Discipline in the classroom

The primary jurisdiction in the classroom concerning student conduct related to academic activities, such as participation in daily assignments, planning class projects, laboratories, exams, interviews, grades, and other similar activities falls on the professor. However, the aforesaid does not undermine the professor's responsibility for reporting a student's misconduct to the Dean, the Director of the Department, or other university authorities which are responsible for determining whether or not a disciplinary process must be carried out under Chapter VI of these Regulations. See also Article 6.14 of these Regulations.

Article 2.14 – Acknowledgment for academic work and tutoring

The student has the right to be consulted and to receive proper recognition for his or her contribution or authorship whenever his or her work is going to be used by a professor, researcher, or a teaching staff member in any publication, research, conference, or any other way for dissemination of knowledge.

PART C — FREEDOM OF SPEECH, ACTIVITIES, AND STUDENT ASSOCIATIONS

Article 2.15 – Freedom of Speech; Student Activities

A. Students shall have freedom of speech, freedom of association, to assemble freely, to present requests, and to carry out activities like any other person in Puerto Rico and subject to the applicable university provisions of law and regulations.

B. Students have the right to sponsor and carry out extracurricular and co-curricular activities at the University freely and responsibly. To this purpose, the students shall be allowed to use the university facilities, in accordance with current regulations; provided that it does not conflict with other legitimate activities and does not interrupt institutional operations, nor does it break the established norms aimed at safeguarding order, safety, normality, and continuity of institutional tasks, and that it fulfills the canons of respect that are characteristic at a university level.

C. Celebration of pickets, protests/marches, rallies, and other expression genres, within the university campus, given it constitutes a legitimate means of expression in accordance with the rights to freedom of assembly and association and freedom of expression, so acknowledged in Puerto Rico, is protected, subject to provisions stipulated in these Regulations.

Article 2.18 – Conduct during activities

Students have the right to carry out their extracurricular and co-curricular activities at the University freely and responsibly. In order to harmonize the exercise of this right with the special requirements to keep institutional order and the due respect for the rights of other members of the

university community, participants in extracurricular and co-curricular activities, such as festival celebrations, pickets, marches, rallies, and other massive participation activities, shall observe a behavior harmonizing with civil coexistence norms specified in these Regulations.

Consistent with the above, a student's conduct during the activity:

1. Students shall not interrupt, obstruct, nor disturb the regular activities at the University nor the celebration of acts or functions duly authorized that may be carried out at the University facilities or at any other place within the range of these Regulations, as stipulated by Article 1.3.
2. Students shall not coerce other people, nor shall they resort to violence or incite it in any manner, either against people or against property.
3. Students shall not use obscene, indecent, or lewd language.
4. Students shall not cause damage to the University property neither to other people's property nor shall they incite others to generate it.
5. Students shall neither hinder, nor obstruct the free access or entrance of people or vehicles to the University facilities, buildings, or University classrooms or exit from them.
6. The use of loudspeakers, megaphones, or any other means required to amplify the sound outside the classrooms or conference rooms, shall be allowed in a way that it does not disrupt the University regular activities nor that it constitutes an infraction to the norms included in these Regulations.
7. Students shall not carry out pickets or marches any of the University buildings. Pickets and marches shall be carried out in a way that they do not constitute a breach to the norms comprised in these Regulations. Each institutional unit shall determine the reasonable minimum distance from the closest classroom, administrative office, or any other place in which official or authorized activities are being carried out, and inside which no pickets, marches, rallies, or protests are allowed, regardless of whether or not those activities has been previously notified or if they emerge spontaneously. Each unit shall identify the areas that comply with the reasonable minimum distance, according to what has been herein exposed.
8. Sponsors of student activities shall adopt adequate measures for keeping order and safety during those events, which they shall be coordinated with university authorities. Furthermore, as part of the aforesaid responsibility, sponsors have the duty to notify the conduct norms to participants and guests as well.

PART D — STUDENT REPRESENTATION AND PARTICIPATION

Article 2.26 – Claiming rights through student representation

Student governing bodies and representative organizations acknowledged in these Regulations shall claim rights for themselves as well as on behalf of those represented by them, irrespective of those that students can claim individually. The rights of the aforesaid bodies include, among others, the right to evaluate services offered by the institution, besides the right to bring forth recommendations and to participate-in the decision-making process aimed at the improvement of the university curriculum.

Article 2.31 – Information dissemination

Students have the right to receive information regularly about the issues affecting their lives at the University.

PART F — INFRINGEMENT

Article 2.36 – Infringement to norms related to student rights and duties

Any student who deems that any of his or her rights have been affected or infringed, can present a claim or a complaint to the concerned authority within the institutional unit. In the process related to filing the claim or complaint, the student shall be able to ground it with the help of the GENERAL STUDENT REGULATIONS OF THE U.P.R.

Appendix 5

Article 6.2 - Student conduct subject to disciplinary sanctions

Will be subject to disciplinary sanctions:

1. ***Academic dishonesty***: All forms of dishonesty or lack of academic integrity, including, without being limited to, fraudulent actions, obtaining grades or academic degrees using false or fraudulent pretenses, totally or partially copying the academic labor of others, totally or partially plagiarizing the work of others, totally or partially copying another person's answers to a test, making or getting another to take a test, oral or written, in his/her name, as well as helping or facilitating another person to incur in such conduct.

Appendix 6

Policy on Patents, Inventions and their Marketing

Whereas: By virtue of what was previously expressed, the Governing Board determined:

1. To approve the new *University of Puerto Rico's Policy on Patents, Inventions and their Marketing* in order to adapt university regulations to new developments in the United States and Puerto Rico patents' laws; provide the authority and establish a program to request, assess, divulge, patent, and market the University's faculty, students, non-teaching employees, and independent contractors' inventions, and establish responsibilities in processes to grant authorizations and licenses.

Appendix 7

Author's Rights Institutional Policy
Item 7

Author's Rights Property to be Protected and Registered

The University of Puerto Rico's teaching personnel and students will be the owners of works created during the regular course of academic activities and studies, unless otherwise agreed.

Nevertheless, the University of Puerto Rico will be the owner when these works are the product of the exercise of administrative and academic functions specifically commissioned and officially assigned by the institution, according to the provisions and scopes of the existent work under contract concept, unless otherwise agreed.

The University of Puerto Rico will also be partial owner in cases when the University has planned the work and has previously defined its participation or financed, facilitated, or contributed in a direct or intentional way its development, subject to the approved terms, unless otherwise agreed.

Authors will retain ownership over works developed through and during sabbaticals, licenses, task substitutions, detachments, and similar situations, unless otherwise agreed. The ownership of theses and similar academic requisites fall upon the student/students who receive academic credit for them, unless otherwise agreed.

The University establishes that the author's ownership over his/her work does not relieve him/her of the responsibility of giving the University due and explicit credit, accordingly, for contributions, support, or collaboration that have facilitated its design, development, or disclosure. Similarly, it does not absolve students of their responsibility to indicate if their works were developed as part of the requisites of courses or academic degrees. In any case, the University of Puerto Rico retains the right to reclaim such recognition.

It will be under the authority and responsibility of employees and students to register and protect works under their ownership.

Appendix 8

Certification 58
2004-2005
Policy Against Discrimination in the University of Puerto Rico

I, Luis M. Villaronga, Executive Secretary of the University of Puerto Rico Board of Trustees, Certify that:

The Board of Trustees, in their regular session on Saturday, February 26, 2005, per the University of Puerto Rico's President recommendation, agreed to approve the following Policy Against Discrimination in the University of Puerto Rico:

POLICY AGAINST DISCRIMINATION IN THE UNIVERSITY OF PUERTO RICO

WHEREAS: We Puerto Ricans consider as fundamental assumptions of our coexistence in a free society, that the dignity of a human being is inviolable, that all men and women are equal before the law and that discrimination cannot be established for reasons of race, color, sex, birth, origin or social condition, nor political or religious ideas; and

WHEREAS: Our People has incorporated those assumptions as rights and freedoms protected by our Fundamental Law, the Constitution of the Commonwealth of Puerto Rico; and

WHEREAS: Article II, Section I, of the Constitution of the Commonwealth of Puerto Rico, expressly provides that the public instruction system should embody these principles of essential human equality; and

WHEREAS: The University of Puerto Rico, because of its duty to serve the people of Puerto Rico, for its due commitment to the ideals of a fully democratic society, and in faithful compliance with its mission, should completely identify with the ideals of life in Puerto Rico and be essentially linked to the values and interests of every democratic community; and

WHEREAS: The University of Puerto Rico prohibits discrimination in education, employment, and in the provision of services for reasons of race, color, sex, birth, age, origin or social condition, ancestry, marital status, religious or political ideas or beliefs, gender, sexual preference, nationality, ethnic origin, veteran of the Armed Forces condition, or physical disability.

This anti-discriminatory Policy extends to all University of Puerto Rico and its institutional units that integrate its system functions and activities, such as employment and employment selection, educational programs, services, admissions, and financial aid, among others.

This Policy is effective immediately and repeals or leaves without effect any other certification, policy, regulation, or normative provision of any kind opposite to it.

AND FOR THE RECORD, I issue this Certification in San Juan Puerto Rico, today February 28, 2005.

Appendix 9

Article 31 – Equal Opportunities for All Staff Members

Section 31.1- Prohibition of any type of discrimination

No appointing authority or any staff member shall discriminate against any university staff member or against a job applicant, on the basis of race, color, sex, birth, age, physical or mental impairment, origin, or social status, nor for political or religious reasons.

Section 31.2 –Necessary affirmative actions

Every university staff members taking part in recruitment processes and in the selection of personnel, shall take the necessary affirmative actions in order to ensure that norms, requirements, ads, evaluations, proficiency tests, and other kind of tests do not serve to carry out acts of discrimination prohibited in the aforesaid subsection in any of the processes including selection, promotions, transfers, leave benefits, dismissals, payments, extraordinary compensations, or university staff trainings.

Section 31.3 – Disclosure of norms against discrimination

In every university unit, announcements evidencing university norms enforcing essential human equality shall be displayed in visible places within reach of all the employees and candidates for employment. The President shall be responsible for drafting the aforesaid announcements. The above-mentioned norms shall be added to all vacancy and appointment notices that may be issued.

Appendix 10

Article VIII – Sexual Harassment and its Modalities

A. Sexual harassment in the workplace, in the academic environment or rendering services consists of any kind of unsolicited sexual approach, request for sexual favors, or any other verbal or physical acts that are sexual in nature or can be reproduced using any means of communication including, but not limited to, the use of multimedia tools through the web or any other electronic method, or when one or more of the following circumstances is present:

1. When submission to such conduct, implicitly or explicitly, becomes a term or condition of work, study, or services from a person.

2. When submission to or rejecting of such conduct by a person being is used as a basis for academic or employment decisions regarding of any kind regarding the affected individual.

3. When that conduct has the effect or purpose of unreasonably interfering with the individual's academic or work performance or when it creates an intimidating, hostile, and offensive environment in which to work or learn.

B. Sexual harassment applies to situations in which the prohibited conduct occurs between individuals of the same sex or of opposites sex. There are two (2) categories:

1. *Quid pro Quo* – Harassment that involves sexual favors as a condition or requisite for obtaining benefits in the workplace, academic environments, or services. This type of harassment is present when submitting or accepting such conduct explicitly or implicitly becomes a term or condition of employment or affects the individual's academic standing, or when submitting, accepting, or rejecting the prohibited conduct is used as a basis for academic or employment decisions of any kind regarding the affected individual.

2. Hostile or offensive environment to work or learn – Harassment that, although it bears no financial impact, creates a hostile or offensive workplace or academic environment. Therefore, submitting a person to expressions or acts of sexual nature in a generalized or severe form that has the effect of altering the individual's condition of employment or academic standing or creates a hostile and/or offensive environment in which to work or learn, including the use of information technology tools belonging to the University of Puerto Rico or other private electronic means to cause a hostile or offensive environment, constitutes sexual harassment.

Article IX – Informal Procedure

A. Any individual who believes he or she has been subjected to acts constituting sexual harassment at the University of Puerto Rico may file a claim to open an investigation, if deemed necessary, and have University authorities take the appropriate actions. This applies to relationships between faculty-student, student-student, employee-student, employee-employee, supervisor-employee, and vice-versa, and with members of the community, applicants for employment or admission to the University. It also applies to contractors and visitors in analogous situations to the aforementioned.

B. If the claimant were an of the University official, he or she must file a claim with the supervisor, dean, or office director of the assigned office. Said supervisor, dean, or director, in turn, shall refer the matter immediately to the corresponding Office of Human Resources. In any case, the claimant may present the matter initially to the director of the corresponding Office of Human Resources. The claimant may also refer the matter to the unit's Equal Employment Opportunity Office for orientation and later referral to the Office of Human Resources.

C. If the claimant were a student, he or she must file a claim with the Student Advocacy Office or the Office of the Dean of Student

D. If the claimant were a contractor or visitor, he or she must file a claim with the Office of Human Resources of the institutional unit where the incident took place.

E. The written claim or initial report of a verbal claim should contain the following information:

1. Name of the person presenting the claim or grievance
2. Contact information
3. Date and place where the incident took place
4. A brief account of the incident
5. Names of the witnesses and of the person against whom the sexual harassment claim is filed

F. Informal proceedings shall be confidential and no information whatsoever shall be disclosed to third parties. Whenever possible, the wishes, concerns and interests expressed by the claimant shall be addressed first and foremost.

G. In order to protect the claimant, available and appropriate interim measures may be established as soon as possible, for example:

1. Arranging so that the claimant reports to another supervisor and that communications between the accused and his or her supervisor be mediated by this supervisor, in cases where the supervisor is the accused party.

2. Limiting interactions at the workplace to the presence of others, so the claimant may not have to be alone with the accused during working hours.

3. Any other measure that, under the particular circumstances of the case, are deemed necessary.

These interim measures may be taken *motu proprio* by Chancellors, the President or his or her authorized representative, as applicable, or they may be requested by the parties immediately after presenting the claim or complaint. If adopted, they shall stay in effect during the investigation and until the adjudication of the complaint. The interest of the claimant shall be taken into consideration when deciding to adopt these measures. These measures shall not be construed as disciplinary actions against the party to whom they apply.

H. The investigation shall contain sworn statements by the claimant and the person against whom the claim is presented and any other person who has partial or full knowledge of the alleged facts. No inquiry will be made into the history or precious sexual behavior of the claimant, nor shall it be part of any purpose of the investigation. The manner of dressing is irrelevant to the controversy. Therefore, it may be given no consideration during the investigation.

I. The person against whom the claimant is presented shall have the opportunity to be informed of the allegations against him or her and to present his or her position or defense. Provided, however, that during this stage of proceedings, the right to due process of law available in formal proceedings does not apply. Nonetheless, he or she may attend the meeting with legal representative.

J. If the claimant does not participate in the investigation or deices to withdraw the claim, the investigation shall continue, taking this fact and all available evidence into consideration.

K. The investigation shall be initiated within a reasonable period of time, which shall be no longer than seven (7) working days, in order to ensure its timely resolution. Within a reasonable period, no longer than fifteen (15) working days, absent exceptional circumstances, the office charged with the investigation shall file a report to the Appointing Authority with the outcome of the investigation and his or her recommendations.

L. If charges are found to proceed, formal proceedings shall be initiated. Regardless of the decision, parties shall receive notice of the Appointing Authority's determination.

Article XI – Formal Procedure

A. Formal proceedings are initiated with the filing of a written complaint by the Appointing Authority of the institutional unit where the accused studies or renders services, in order to impose the appropriate disciplinary actions in accordance with the General Regulations of the University of Puerto Rico or the General Student Regulations, as applicable.

B. The complaint must include:

1. Concise account of the alleged conduct of the accused.

2. A detailed account of the legal provisions and regulations allegedly infringed and the disciplinary actions proposed.

3. Notice to the accused of his or her right to have legal representation.

4. Notice to the accused that failure to respond to the complaint within of fifteen (15) working days after receiving notice of the complaint, the Examining Officer shall proceed to set the date and celebrate the administrative hearing and may emit a default judgement. If the accused were a student, the period in which to respond to the complaint shall not exceed thirty (30) calendar days, in accordance with the General Student Regulations.

C. Notice of the complaint shall be given to the accused in a period of time not exceeding fifteen (15) working days since charges were filed.

The provisions of this Policy do not alter the faculties of the Appointing Authority to activate the procedure for summary suspension of any member of the University community, in accordance with applicable rules and regulations.

Article XIX– Policy Against Retaliation Acts

A. The University of Puerto Rico shall maintain a work and learning environment free from retaliations brought as a result of filing or participating in investigative or adjudicative proceedings. In no case may an individual be terminated, suspended, threatened, or discriminated against regarding the terms, conditions, location, benefits, or privileges of employment or affect his or her academic standing for having offered or brought, verbally or in writing, any testimony, expressions or information in a legislative, investigative or judicial forum regarding acts of sexual harassment.

B. The employer and all supervisors shall ensure that no retaliations are taken in his or her area by any employee, supervisor, professor, student, contractor, or third party related to

the Institution.

C. An employee who feels he or she is or has been a victim of retaliation in the workplace must file a claim with the supervisor, dean or director of the office assigned to the area where he or she works. These employees shall refer the matter immediately to the corresponding Office of Human Resources or Equal Employment Opportunity Office. However, the employee may refer the matter initially to the director of the Office of Human Resources of the corresponding unit. Provided, this provision applies exclusively to University of Puerto Rico employees.

D. A student who feels he or she is or has been victim of retaliation in the academic environment or in the rendering of services must file a claim with the Student Advocacy Office of his or her institutional unit. This employee shall refer the matter immediately to the corresponding Office of Human Resources when the alleged acts of sexual harassment stems from an employee. Provided, this provision of the Institutional Policy applies exclusively to University of Puerto Rico students.

E. All claims received regarding alleged retaliations shall be investigated.

F. The investigation and all formal and informal proceedings arising from such investigation shall be carried out in accordance with the provisions of Articles IX and XI of this Institutional Policy.

Appendix 11

October 14, 2015

R-1516-16
TO ALL CHANCELLORS

Uroyoán R. Walker Ramos, Ph.D.
RIGHTS AND CONSIDERATIONS OF EXPECTANT STUDENTS

Acknowledging the importance of ensuring the rights of pregnant students in every campus, drafting of this **EXPECTANT STUDENTS BILL OF CONSIDERATIONS AND RIGHTS** was produced. This document presents to every campus an overall picture of pregnant students and that our institution must respond satisfactorily to all the universal needs of our students during their pregnancy stages.

I herein share the document with you, so that Deans of Student Affairs can work on it and establish it as an official standard guideline aimed at serving our pregnant students. The Deans of Student Affairs, along with all of you, shall identify the most feasible way to fulfill it. In the event that you realize that your campus already has an established procedure, please make sure that you incorporate these recommendations.

I am forever grateful for your support in all student affairs.

csm

Appendix

UNIVERSIRY OF PUERTO RICO

EXPECTANT STUDENTS BILL OF CONSIDERATIONS AND RIGHTS

1 GENERAL PROVISIONS

The University Puerto Rico acknowledges the rights of pregnant students within the whole university system.

A. The University of Puerto Rico acknowledges the special and general situations confronted by pregnant students regarding the normal or complicated stages of pregnancy.

B. This document does not intend to mention all rights and/or considerations concerning pregnant students.

C. Every campus of the University of Puerto Rico shall ensure compliance with these considerations and procedures.

D. The Deanship of Student Affairs shall identify the feasible method in its campus in order to ensure compliance with the content of this bill of considerations and rights concerning pregnant students and respect for it.

E. Every special consideration for pregnant students shall apply for students with at least three months of pregnancy, upon furnishing medical evidence within 30 days after issuance. Special considerations shall apply starting from the third month of pregnancy up to 14 days after childbirth.

F. The president of the University of Puerto Rico, through the chancellors of each campus, shall supervise faithful compliance with what has been herein stated.

2 PREGNANT STUDENT GENERAL RIGHTS

A. There shall be no discrimination against a student due to her pregnancy and based on what has been specified in the Constitution of the Commonwealth of Puerto Rico regarding the rights of every person.

B. The pregnant student shall also enjoy all the student rights upheld by the University of Puerto Rico.

C. She shall have access to and shall be informed of all the general student services or those focused on the pregnant women, aimed at providing guidance and support for their social, financial, and health improvement during their pregnancy; all of which is intended to avoid negative effects in their studies and to guarantee a successful pregnancy.

D. She shall receive emotional support and professional counseling through the campus student services.

E. The campus shall ensure that the student enjoys a peaceful, quiet environment, full of respect towards her intimacy and dignity. She shall not be a victim of physical or emotional abuse or emotional pressures due to her pregnancy.

F. Pregnant students who present evidence of medical appointments related to their pregnancy, shall be excused in the event that they have to reschedule tests or postpone a deadline for handing in assignments, protected under the norms or procedures applicable in each campus.

G. Whenever a complication related to pregnancy or childbirth hinders the student from attending regularly to class, she shall notify the professor the motive o her absence and shall coordinate an alternate method to catch up with the class material. Absences must be justified as per medical recommendation and evidence. Decisions can be based on norms and procedures regarding postponement of tests and assignments applicable in each campus. In the event of a special situation, the campus shall make viable decisions taking into consideration the best University policies and procedures. In view of these circumstances, the student shall maintain an ethical attitude and must fully comply with all the university norms.

H. The student shall have the right to benefit from an effective coordination between the offices offering resources and services concerning safety, priority to receive student services, academic accommodations (coordinated under the norms of the institution), health services, and tutoring; all of the above aiming at preventing the student from being affected in her capacity as a student of a university curriculum.

I. Every campus shall set up express lines or the like for pregnant students, in their respective offices offering services to the student community. These offices must be identified with a sign indicating the express line or, in order to show consideration towards the pregnant student, must provide her with a card indicating her turn for receiving the service.

J. Every campus shall make arrangements to reserve a parking area for high-risk pregnant students, provided that they show medical evidence. In case that the institution does not have available parking lots, an agreement with the Security Office must be coordinated in order to provide the student with transportation to the buildings where she takes her classes.

K. Pregnant students shall have priority in the process of selecting courses (early registration). This must be carried out in compliance with the procedure applicable in each campus. Thus, the student shall be able to schedule her academic program harmonizing it with her needs and giving special attention to her health.

L. Areas or accessible and safe parking lots at the University shall be identified so that students who are nursing mothers can pump their breast milk and keep it in a safe place.

Appendix 12

Protocol for the prevention and handling of sexual violence cases at the University of Puerto Rico

ARTICLE VI - PREVENTION

A. Prevention efforts include approval of this protocol and compliance with it, which shall be observed in all the institutional units in order to manage and deal with the needs of individuals who are survivors of sexual violence cases and with the purpose of handling incidents and complaints related to sexual violence.

B. Units shall design and coordinate educational programs aimed at preventing and tackling sexual violence and offer them to students, employees, and other members of the university community. Hence, efforts shall be coordinated between the different components of the university community, namely the Department of Counseling and Psychological Services, Medical Services Office, Office of Human Resources, Employee Assistance Program, security services, student organizations, administrative and disciplinary organisms, external entities such as Police unit specialized in sexual crimes, Sexual Assault Help Center (CAVV, for its Spanish acronym), and the Women's Advocate Office.

C. Each unit shall be responsible for establishing security and surveillance measures. These measures can include, but do not limit to, preventive rounds, preventive lighting system maintenance, and others.

D. Each unit shall prepare a list identifying clearly the names and locations of all the Offices, Service Centers, Service Agencies, and Programs offering service, help, and support to victims/survivors of sexual violence, in order to disclose it to the whole university community so that the aforementioned offices can be contacted in case of emergency or a situation involving sexual violence.

ARTICLE VII – INTERVENTION IN SITUATIONS INVOLVING SEXUAL VIOLENCE

A. Prompt Response Committee

1. Each Institutional Unit shall have a Prompt Response Committee which shall be activated as soon as an informal complaint is received at the Security and Surveillance Office, as specified in section B of this article.

2. The Committee shall be composed of people directing the Security and Surveillance Office, Medical Services Office, Office of Human Resources, Employee Assistance Program, Office of the Student Ombudsperson, Legal Advisory Office, Quality of Life Office, and a Qualified Professional specialized in Psychological Help, Social Work, or Counseling.

3. The coordinator of this Committee shall be designated by the Appointing Authority accredited by the Unit.

4. The Committee shall have the function of providing support to the survivor of sexual violence, evaluating the case, and taking the relevant actions aimed at handling the situation.

In case that an informal compliant is received, it shall be handled according to the process stated as follows:

B. Process to be Followed

In cases involving sexual harassment, the process to be followed shall be in compliance with what is provided by the Institutional Policy against Sexual Harassment at the University of Puerto Rico, Certification No. 130 (2014-2015). Provisions of this Protocol shall be suppletory (supplementary) in areas in which they may be applicable, not regulated by the Policy.

When handling an intervention and a situation related to an alleged sexual violence act, the following process shall be followed:

1. Any member of the university community or any visitor who may result affected due to a sexual violence act or any person who may witness or come to knowledge that a situation involving sexual violence has occurred shall inform or file an informal complaint at the Office or Division in charge of Security and Surveillance of his or her unit, where the duly trained staff shall initiate an investigation.

2. Whenever the Office or Division in charge of Security and Surveillance receives an informal complaint or notification about a situation related to an alleged sexual violence act, the Security Staff Member, upon being informed, shall proceed immediately to carry out a preliminary investigation on the facts, shall carry out an initial intervention, evaluate the facts, and notify his or her director or security staff member on duty. The director or security staff member on duty shall immediately inform the Coordinator or one of the members of the Prompt Response Committee in order to proceed to activate the aforesaid Committee, thus, complying with the functions provided in Article 7, Section A.4.

3. In this process, the Security and Surveillance Office or Division shall initiate an administrative investigation and shall write a Complaint Report. This report must include, in writing, clearly and accurately, the facts narrated by the survivor and witnesses notifying the event. The report shall be submitted to the concerned authorities. Documents that are part of the investigation conducted by the Security Office shall be attached to the Complaint Report.

4. The Medical Services Office shall give priority to the emergency situations due to sexual violence if so required.

5. All staff members directly or indirectly involved in handling sexual violence situations shall guarantee the privacy and confidentiality of the information.

6. Information expressed by or related to the survivor of sexual violence must not be shared with third parties, without the prior consent of the survivor of sexual violence, except in the event that there exists any situation that may jeopardize his or her life, a minor's life, or any other person's life.

7. The Committee shall determine the relevant action according to the nature and result of the evaluation of the case and shall consider the measures to be adopted, such as: transfer to another workplace or another place to continue studies, change of work schedule, direct surveillance service to the person, prohibiting the person against whom the complaint was filed to be near the survivor of sexual violence, restraining orders, and prohibiting to share common spaces during the survivor's schedule, among other measures. Necessary coordination shall be carried out with the offices that must intervene in the process, as required, including the Chancellor's or President's Office, and other government agencies or entities. Cases deemed as highly dangerous by the Committee shall be immediately notified to the Appointing Authority, as reference and in order to the actions that may be relevant to the case. In the event that the survivor of sexual violence is under 21 years of age, the

Committee shall contact the student's father, mother, or guardian to request their authorization before proceeding with any intervention.

8. The Committee shall evaluate if the case requires the assistance and collaboration of other offices or government officials specialized in this matter.

9. In all cases, the Committee shall inform the survivor of sexual violence about the protocol and procedures at the University, as well as on the state and federal laws that are applicable according to the situation.

10. The medical services staff shall be responsible for determining if there is necessary transportation of the survivor of sexual violence to a hospital or if an ambulance service (911 or a private service)) should be required.

11. In the event that an alleged act of sexual violence occurs during non-business hours or weekends, the person identifying the situation shall report it to the Security and Surveillance Office or Division, where the necessary aids shall be coordinated and the case shall be informed immediately to the of the Prompt Response Committee Coordinator or to any member of the Committee in order to activate it.

12. If the aggrieved person is part of the personnel assigned to the unit, he or she shall receive support services provided by the Employee Assistance Program. If the victim is a student, he or she shall be provided with support services from the Counseling Department.

13. The Committee shall be responsible for coordinating the reasonable safety measures to be received by the survivor of sexual violence, taking into consideration the resources that are available at the Institution.

ARTICLE IX – DISCIPLINARY ROCEDURE

A. Any student, employee, or visitor, who considers that he or she has been a victim of an act involving sexual violence at the University, has the right to file an informal complaint against the person who has committed the aforesaid act, regardless whether that person is a student, a teaching staff member, an employee, or an external person to the University.

Appendix 13

TITLE IX at UPR Carolina

"Promoting an environment free of sex discrimination"

Dr. Angélica Torres Sotero – Coordinator
Office at Academic Building A (Third floor – A 303)
Email address: titulo9.carolina@upr.edu

What is Title IX?

- It is a federal law that was enacted in 1972 to ensure that students and personnel at educational institutions receive equal and fair treatment.
- Title IX's preamble on the 1972's Education Amendments establishes that: "no person in the United States will be excluded from participation, denied benefits, nor submitted to discrimination because of their sex in programs or activities that receive federal economic aid".
- Title IX prohibits discrimination for reason of sex in programs and activities at educational institutions of all levels that receive federal funding.

Who is protected by Title IX?

- Students
- Teaching and non-teaching personnel
- Admission and employment applicants
- Visitors
- Contractors

What kinds of discrimination does Title IX attend to?

- Any kind of sexual discrimination, including discrimination because of sexual identity or lack of compliance with stereotyped notions of masculinity or femininity.
- Sexual discrimination could also include domestic violence, sexual aggression, violence between partners, stalking, sexual harassment, and discrimination because of pregnancy.

What programs and activities are covered by Title IX?

- Admissions; hiring processes; financial aid; academic programs; treatment and services for students; academic and psychopedagogic orientation; discipline; room assignments; grades; vocational education; recreation; physical education; sports; housing; promotions in rank; relocations; wage increase.

What can the person who coordinates services at the UPR Carolina Title IX Office do?

- Provide guidance regarding proceedings on how to file a complaint, as well as available services and resources at the university.
- Receive and handle complaints about domestic violence situations, violence between partners, sexual aggression, sexual harassment, stalking, and sex/gender discrimination.
- Investigate alleged facts reported by the affected party.
- Coordinate adjustments, class changes, office changes, security measures, and other precautionary measures to increase people's safety.
- Provide and/or coordinate education and prevention workshops for the university community.
- Consult with any institutional unit that provides services or intervenes with affected people.
- Safeguard the confidentiality/ privacy of proceedings.

What are the rights Title IX allows us?

- To report what happened at the institution and request all complaints of sexual discrimination to be investigated and solved in an unbiassed and fair manner.
- To utilize support services available, inside and out of the Institution.
- To receive immediate help, and the coordination of services offered by the university's different units.
- To request precautionary measures or another kind of arrangement (academic support, orientation, professional counseling, medical services, psychological services, among others) both for the affected person as for the alleged aggressor.
- To denounce any reprisal by university employees, the alleged aggressor, or students. Actions will be taken if such reprisals occur, according to institutional regulations.
- To know the status and course of the investigation.
- To present witnesses and evidence.
- To receive a written notification regarding the results of his/her complaint, and any appeals, including any sanctions in relation to his/her case.
- To appeal the investigation's result.
- To be protected at all times.

- To receive assistance at a safe place to speak in confidence with someone who can receive the complaint and execute pertinent actions.
- To be counseled regarding the process of filing a complaint or asking for an investigation of the alleged facts according to the affected person.
- To ensure confidentiality/privacy during the investigation.

What does submitting a complain pertaining Title IX imply?

Any person belonging to the UPR Carolina's university community who is witness to sexual discrimination in any form must inform the person who coordinates the Title IX Office services.

- Complaints must be submitted in a 180-day period after the last alleged sex-based discrimination event.
- If the affected person is a student, he/she can file the complaint to: Student Advocate, Faculty, Students Deanship, or Title IX Office Coordinator.
- If the affected person is an employee, he/she can file the complaint to: Immediate Supervisor, Office Director, Administration Deanship, Human Resources Director, or Title IX Office Coordinator.
- If the affected person is a visitor, he/she can file the complaint to: Administration Deanship or Title IX Office Coordinator.
- When filing a complaint, the following information should be offered: name of the complainant; contact information; date and place of the scene; summary of facts; names of possible witnesses; name of the person against whom the complaint is being filed.
- The person who files the complaint should: report the facts; meet with the Title IX Office Coordinator in order to begin the investigative process; receive orientation regarding his/her rights and about the investigative process; evaluate the precautionary measures offered; follow safety recommendations.
- The person against whom the complaint is being filed should: meet with the Title IX Office Coordinator in order to know the acts attributed to him/her and receive orientation regarding his/her rights and about the investigative process; evaluate the precautionary measures offered; follow safety recommendations.

Appendix 14

CONSTRUYENDO
EQUIDAD ENTRE GÉNEROS

Prof. María Cristina Pacheco Alcalá
Director
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The Project Construyendo Equidad entre Géneros (CEG) [Building Gender Equity] seeks to raise awareness and educate about gender violence at the University of Puerto Rico, Carolina Campus (UPRCA). Thanks to the CEG, the UPRCA has a group of Educators/Peers who are continuously trained about themes concerning gender violence. These students create educational and prevention activities for the university community. In addition, the CEG facilitates the work of the UPRCA's Institutional Coordinating Committee for Issues Related to Violence in Relationships Between Partners, Sexual Aggression, and Stalking. This committee supports the CEG's efforts and evaluates the Institution's policies regarding gender violence.

The CEG has collaborative agreements with the nonprofit organizations: Casa Protegida Julia de Burgos [Julia de Burgos Protected House], Taller Salud [Health Workshop] and Coordinadora Paz para las Mujeres [Peace for Women Coordinator]. These organizations offer their services to gender violence survivors and provide the CEG with training, material development, educational campaigns and technical assistance, among others.

The CEG also has collaborations with governmental and municipal agencies such as: Proyecto RAMA del Municipio de Carolina [Carolina Municipality's Project RAMA] , Unidad Especializada de Violencia Doméstica de la Policía en Carolina [Carolina Police Domestic Violence Specialized Unit], la Unidad de Delitos Sexuales [Sexual Offences Unit], Abuso de Menores y Violencia Doméstica de la Fiscalía en Carolina [District Attorney's Child Abuse and Domestic Violence Office] and the Oficina de la Procuradora de las Mujeres [Women's Advocate Office].

The CEG's objectives are:

1. To create an Institutional Coordinating Committee for Issues Related to Violence in Relationships Between Partners, Sexual Aggression, and Stalking at the University of Puerto Rico, Carolina Campus.
2. To revise campus' institutional policies pertaining gender violence, sexual aggression, violence in relationships between partners, domestic violence, and stalking to keep them updated regarding legal amendments and better practices.
3. To train all security personnel so they can effectively respond and identify gender violence incidents.

4. To train members of the Discipline Board so they can adequately respond to cases pertaining gender violence.
5. To train the Counseling and Psychological Services Department personnel to strengthen their knowledge and skills pertaining service coordination, identification of cases, management, intercession, monitoring, and referrals in gender violence cases.
6. To provide orientation to all incoming freshmen about gender violence, institutional policies that apply, and available services at the institution.
7. To develop an educational campaign pertaining gender violence.
8. To coordinate a group of Educators/Peers who will specialize in intervention with observers in gender violence cases.
9. To train pre-professional students from the Social Sciences and Criminal Justice Department in management, intervention, and referral of gender violence cases.

Appendix 15

106. COMPLAINT PROCEDURE

A complaint is understood as any grievance, complaint, controversy, discrepancy, difference, or claim presented by one or more employees of the appropriate unit, based on any action or inaction coming from authorized staff of the university administration, related to the interpretation of one or more of the provisions included in these Rules; or any grievance, complaint, controversy, discrepancy, difference, or claim that any employee may have regarding disciplinary measures.

First Stage

In the event that any employee presents a complaint, he or she shall discuss verbally the issue with his or her immediate supervisor, within four (4) working days after the incident that originated the complaint.

Second Stage

If the complaint is not resolved to the complainant's satisfaction in the previous stage, he or she can submit the complaint to a higher level; in other words, to the Dean's Office or the Director of the office where the complainant works, not later than four (4) working days after having received the supervisor's response to the complaint in the previous lapse or after four (4) working days after the incident originating the complaint without the complainant's immediate supervisor being available. The Office Director, the Dean, or their representatives shall have a term of four (4) working days to submit their response, in writing, to the employee.

Third Stage

In the event that the complaint is not resolved to the complainant's satisfaction in the previous stage, he or she can submit the complaint, in writing, to a higher level to the appointing authority not later than five (5) working days after the decision made by the Office Director or the Dean in the previous stage. The President of the Exempt Non-Teaching Staff Association or the complainant employee's representative to whom Section D of fifth stage of this Article refers or the person designated by them, shall meet with the appointing authority or its representative, within the term established next in this section, in order to evaluate the controversy presented in the complaint. The appointing authority or its representative shall have a term of ten (10) working days after the complaint is received to submit a written response to the employee.

Appendix 16

XV. POLICY AGAINST SEXUAL HARASSMENT, HARASSMENT, INTIMIDATION, BULLYING OR CYBERBULLYING

Dispositions of the UPR General Student Regulations, article 2.4 (Policies against sexual harassment and the illicit use of drugs, controlled substances, and alcohol abuse) indicate that all components of the university community have a duty of observing an appropriate and respectful behavior towards others. In accordance with this principle and with governing laws and policies, this Institution will not tolerate physical, verbal, or psychological abuse, sexual harassment, harassment or bullying, and cyberbullying from any member of the university or external community.

For the purpose of this policy, the terms "harassment", "intimidation", or "bullying" refer to any pattern of actions carried out intentionally by means of psychological, physical, cybernetic, or social abuse that has the effect of intimidating a student or a group of students, and interferes with him/her/them, or his/her/their academic work, and performance, both at the University's premises as well as his/her/their immediate social environment. The pattern of harassment, intimidation or bullying should be comprised of more than one act, continuous or not, that usually extends for a period of several weeks, months or years.

In the same way, for the purpose of this policy the term "cyberbullying" refers to harassment and intimidation through electronic means and/or by using the Internet by means of any electronic, oral, written, visual, or textual communication with the purpose of harassing, upsetting, intimidating, and/or tormenting a student or group of students; and that usually has consequences such as damage to the affected student's physical, mental, and/or emotional integrity, and/or his/her property, and the unwanted interference with the opportunities, performance, and betterment of the affected student both inside the University as in his/her immediate social environment.

Likewise, it is a university policy to promote an environment free of sexual harassment, intimidation, bullying and cyberbullying. This will be achieved through education and the strict and rigorous complying with the law, regulations, policies, and proceedings adopted by the University for each case.

According to article 6.2 of the UPR General Student Regulations, violations of the General Student Regulations or any other rule adopted by the University authorities, including, but not limited to norms pertaining harassment or sexual harassment, intimidation, bullying, or cyberbullying, inappropriate use of information technologies, and any other norm, are subject to disciplinary actions.

XVI. COMPLAINTS PROCEDURE

The complaints' procedure is clearly defined on the institutional website and includes the application forms and/or institutional email addresses the student should contact.

If the student has questions regarding course content, materials, and/or evaluations, he/she should contact his/her professor. If the student has technical problems or questions about how to use the distance learning platform, he/she should contact the CEAD. Matters pertaining the Registrar's Office, Financial Aid, and Finances, will be channeled through these offices. Likewise, the student will have access to the Student

Advocate, and he/she will be able to raise his/her complaints following current guidelines for complaint procedures before the Student Advocate Office.

Complaint Procedures before the Student Advocate

The Student Advocate Office is a confidential, impartial, informal, and independent resource who listens to students and helps them solve any dispute, conflict, or complaint pertaining the University. The Governing Board's Certification 119 (2014-2015), *Policy of the University of Puerto Rico regarding the Student Advocate Office*, establishes the general principles about the approaches for managing and solving conflicts, principles that should rule the offerings of the Student Advocate Office, and the Student Advocate's functions.

The Student Advocate Office helps the student body in the following ways:

- assists in finding necessary information to solve the dispute
- orients regarding proceedings, rules, policies, protocols, or University proceedings
- counsels and helps to define courses of action
- helps to select a resolution strategy and makes recommendations regarding effective ways to implement such strategy
- can refer to the office or person who could help solve the controversy

The Student Advocate Office helps the student body to develop strategies to solve issues pertaining:

- University rules, practices, policies, protocols, or proceedings which the complainant believes have not been justly applied in his/her situation
- Grade revision/change, and *Incomplete* removal
- Disputes or conflicts with professors, employees, non-teaching personnel, office directors, academic departments, or with any other person belonging to the university community
- Problems with academic and/or administrative processes
- Conflicts between students
- Academic dishonesty
- Sexual harassment
- Students' rights and duties
- Discrimination for reason of race, color, sex, birth, age, origin, social condition, descent, civil status, religious/political ideas or beliefs, gender, sexual preference, nationality, ethnic origin, veteran of Armed Forces condition, or physical/mental disability

In case of discrimination, the student can also contact the Title IX Coordinator through titulo9.carolina@upr.edu. In the same way, students can find more information about rights and proceedings on the institutional webpage.

Appendix 17

ARTICLE XXII – WHEN THE EMPLOYEE COMMITS ACTS OF DOMESTIC VIOLENCE

A. Some people incurring misconduct that constitutes domestic violence manifest this type of behavior in the workplace. This may occur when acts that are originated in the workplace are targeted against a person who does not belong to the same workplace; and in order to carry out those acts, an employee uses a business or office fax, telephone, or a business or work e-mail account to intimidate or threaten his or her spouse/partner who does not work in the same place. It also applies in cases when the person incurring misconduct that constitutes domestic violence or aggressor and the victim work in the same institutional unit or in other units.

B. When a partner/spouse or ex-partner/ex-spouse do not work in the same workplace and the supervisory staff knows that the employee is committing acts from the workplace, the applicable disciplinary action must be taken since the employee is committing a felony besides using the UPR's resources for committing it. Advice shall be offered so that the employee be referred to a reeducation through volunteering program in the community and retraining. It shall be evaluated the need to revise functions and responsibilities concerning tasks performed by the aforesaid employee, such as direct services, duties involving women and men, as it may be applicable to potential victims.

C. In the event that the partner/spouse or ex-partner/ex-spouse works in the same place, the supervisory staff must take corrective actions immediately. Supervisory staff of both employees must be notified so that security measures can be taken. The aggressor or alleged aggressor should be relocated from the area in which he or she works, including transferring him or her to another institutional unit. The transfer must be consulted with the Office of Human Resources and must be authorized by the appointing authority of the campuses or institutional units involved. Possible disciplinary and corrective measures should be evaluated, according to Article 35 related to Disciplinary Actions specified in the General Regulations of the University of Puerto Rico, concerning the person or alleged aggressor committing the act in the working area; and in the event that the felony is proved, any other applicable provision approved by the governing entity should also be considered.

D. An employee must be reported whenever he or she uses his or her authority in the workplace to commit domestic violence acts; or when said employee helps in committing such acts, or affects the victim in a negative way. Disciplinary actions must be imposed, in accordance with the General Regulations of the University of Puerto Rico, and any other applicable provision approved by the governing entity of the institution. To this effect, the staff must be thoroughly informed in this regard by the Office of Human Resources of the institution where the employee works.

E. Any violation to the terms included in the restraining order, which may result in a conviction, shall entail the permanent revocation of any type of gun permit possessed by the employee, and the gun(s) confiscation shall proceed, with the assistance of the Puerto Rico Police7. Any other violation knowingly committed against a restraining order that has been issued, in compliance with Law No. 54-1989, shall be punished as a third degree felony, in its lowest level8. The UPR shall evaluate whether the convicted person can be relocated or assigned to another work area.

Appendix 18

BOARD OF TRUSTEES
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 63
2007-2008

I, Salvador Antonetti Zequeira, Secretary of the Board of Trustees of the University of Puerto Rico, DO HEREBY CERTIFY THAT:

The Board of Trustees, in its regular meeting held on May 17, 2008, upon the recommendation of the President of University of Puerto Rico and its Committees on Academic Affairs and Law and Regulations, approved:

> **The POLICY ON CONFLICTS OF INTERESTS AND DISCLOSURE OF FINANCIAL INTERESTS IN RESEARCH AND OTHER SPONSORED PROGRAMS OF THE UNIVERSITY OF PUERTO RICO, that is attached as an integral part of this Certification.**

Issued under the seal of the University of Puerto Rico in San Juan, Puerto Rico, this 23rd day of May, 2008.

Salvador Antnetti Zequeira
Secretary

PO BOX 23400, SAN JUAN, PUERTO RICO 00931-3400
TEL. (787) 758-3350, FAX (787) 758-7196

UNIVERSITY OF PUERTO RICO
BOARD OF TRUSTEES

Policy on Conflicts of Interests
And
Disclosure of Financial Interests
In Research
And
Other Sponsored Programs

Certification No. 63 (2007-2008)
May 17, 2008

Policy on Conflicts of Interests And Disclosure of Financial Interests In Research and Other Sponsored Programs

CONTENTS

I. INTRODUCTION 1

II. OBJECTIVE 1

III. SCOPE 1

IV. DEFINITIONS 2

V. DISCLOSURE OF PERSONAL FINANCIAL INTERESTS 4

VI. INDEPENDENT SUBSTANTIVE REVIEW COMMITTEE 5

VII. IMPLEMENTATION 6

VIII. AMENDMENTS AND REPEALS 6

IX. EFFECTIVE DATE 6

Policy on Conflicts of Interests
And
Disclosure of Financial Interests
In Research and Other Sponsored Programs

I. INTRODUCTION

The University of Puerto Rico is a public corporation of the Commonwealth of Puerto Rico. Teaching, research and public service are the main functions of the University. Consistent with the mission of the University, all faculty, staff and students are encouraged to participate in activities associated with the University and in those that promote interactions with industry, businesses, government and other academic institutions. University research is being focused on technology and its uses for the benefit of the humanity. This knowledge or technology can have a commercial value and, consequently, must be treated as an asset that can be used, preserved or applied in such a way as to generate income for the inventor and the University, increasing the collaborations among academic, government and private sector. The University of Puerto Rico supports these efforts of collaboration and mutual benefit. Establishing ownership, patenting, licensing and protection rights to such inventions is consistent with the mission and objectives of the University.

The University permits its faculty substantial freedom in arranging their academic lives. This freedom is, however, subject to the principle that the primary professional loyalty of an employee is to the University. Orderly procedures must be followed to avoid ethical and legal conflicts of interest and to ensure that such activities do not conflict with the proper discharge of University responsibilities.

II. OBJECTIVE

The intent of this policy is to identify, eliminate or manage any possible threat to the integrity of the research and sponsored programs conducted at the University of Puerto Rico. This policy sets forth procedures and guidelines that are to be followed by the University in resolving or managing actual and potential faculty conflicts of interest and commitment pertaining to all research projects, independent to its source of funding.

III. SCOPE

This policy applies to all sponsored projects funded by (a) commercial sponsors; (b) federal agencies; (c) state agencies; (d) institutional funding; or (e) from any other source of funding. It also will guide cases in which faculty, staff, students or other members of the university community receive significant financial gain from commercialization, in any way, of intellectual property owned or co-owned by the

University. It is also the intent of this policy to address the potential conflict of interest that might arise when the University of Puerto Rico enters into a contract, including one of technology transfer, with private firms or corporations in which a University employee or researcher has a direct or indirect significant financial interest, as this concept is defined herein.

IV. DEFINITIONS

For purposes of this policy statement, the following definitions are provided:

A. **University** or **UPR** refers to the University of Puerto Rico.

B. **Researcher** or **Investigator** includes the principal investigator, co-principal investigators, and all faculty and research staff members or any other person at the institution who is responsible for the design, conduct, or reporting of the research or educational activities as well as the dissemination of the results.

C. **Employees** refers to all full time or part time employees, including faculty, students, administrative and professional personnel, support personnel, faculty and visiting researchers, research assistants, scientists and visiting professors, or any person whose services are paid by the University.

D. **Immediate family** refers to the employee or researcher's parents, siblings, spouse, and dependent children. It also refers to any individual who resides on a regular basis in the researcher's domicile or whose financial affairs are under the control of the employee or researcher.

E. **Sponsored research project or other sponsored program** includes a variety of possible activities and not research alone. Sponsored programs include, but are not limited to; curriculum development projects, public service projects, instrumentation and infrastructure awards, training grants, conference grants and any other activity funded either directly, or indirectly, by an external entity, including private sponsors and agencies of the commonwealth and federal governments.

F. **University funds** or **funds administered by the University** refer to any funds that the University administers regardless of their source: federal government, local government, private or any kind, and whose purpose is to support research or scholarly activities.

G. **Significant financial interest** refers to the relationship between an investigator and the sponsor of a project and means any monetary value including, but not limited to, salary or any other payment or compensation for services (e.g. consulting fees or honoraria); equity interests

(e.g. stocks, stock options or other ownership interests); interests derived from investments, and any income derived from intellectual property rights (e.g. patents, copyrights) and royalties from such rights; a direct or indirect investment in the sponsoring entity worth more than $10,000; an equity interest of more than five percent; a position as director, officer, partner, trustee, employee of or any other position of management in the sponsoring entity; income from the sponsor including consulting income, gifts and loans received from or promised by the sponsor within 12 months prior to the acceptance of the award. This term does not include:

1. Salary, royalties or other remuneration from the applicant institution;
2. Ownership interest in the sponsoring entity, if the entity is an applicant under the Small Business Innovation Research Program or Small Business Technology Transfer Program;
3. Income from seminars, lectures, conferences, or teaching agreements sponsored by public or non-profit entities;
4. Income from service on advisory committees or review panels for public or nonprofit entities;
5. An equity interest that, when aggregated for the investigator and the investigator's immediate family, meets both of the following tests: does not exceed $10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than a 5% ownership interest in any single entity; or
6. Salary, royalties or other payments that, when aggregated for the investigator and the investigator's immediate family, are not expected to exceed $10,000 during the next twelve month period.

H. **Indirect investment or indirect financial interest** occurs when an investigator's immediate family has a financial interest in the sponsoring entity, or when the investigator or his or her immediate family owns directly, indirectly or beneficially a five percent interest or greater in a business entity or trust that has a financial interest in the sponsoring entity.

I. **Equity (ownership) interest** means an investment of more than $10,000 in a sponsoring entity or five percent of company ownership by an investigator, or his or her immediate family.

V. DISCLOSURE OF PERSONAL FINANCIAL INTERESTS

A. The principal investigator and co-investigators must disclose to the Chancellor of the campus where he or she works and the Vice President for Research and Technology full information of any direct or indirect financial interest they or their immediate family have that could directly and significantly affect the design, conduct, or reporting of activities that are funded in whole or in part (a) through a contract or grant with a non-governmental entity; (b) by a gift from a non-governmental entity earmarked by the donor for a specific research project or a specific investigator, or (c) funds administered by the UPR. When disclosure indicates that a significant financial interest exists, an independent substantive review of the disclosure statement and the research project must take place prior to acceptance of the contract, grant or gift. Department chairs must disqualify themselves from approving a research proposal by another investigator for a project that is funded in whole or in part by a non-governmental entity in which the chair or his or her immediate family has a significant financial interest.

B. In the event that the University of Puerto Rico is negotiating to enter into a contract, including one for technology transfer; an agreement; a licensing agreement or any other mechanism of commercialization of the intellectual property of the University with private firms or corporations in which a University employee or researcher or his or her immediate family has a direct or indirect significant financial interest, said employee or researcher shall disclose to the Chancellor of the campus where he or she works and the Vice President for Research and Technology such financial interest before the contract or agreement with such firm or corporation is accepted by the University.

C. Disclosure statements must be filed (a) before final acceptance of a contract, grant, or gift; (b) when funding is renewed; and (c) within 90 days after expiration in the case of a contract or grant, or after funds have been completely expended in the case of a gift.

D. The financial disclosure statement shall contain:

1. The name and address of the sponsor and a general description of the business activity, if any, of the sponsor;

2. A statement of the aggregate value of income from the sponsor, or in the case of a loan, the highest amount owed to the sponsor;

3. In the case of a gift of $50 or more, a description of and the amount of the gift; and

4. In the case of a loan, the annual interest rate and the security, if any, given for the loan.

5. Disclosure of Equity or Ownership Interest and Disclosure of Position in Sponsor

6. When an investment or equity (ownership) interest is required to be disclosed, or when the investigator or a member his or her immediate family is a director, officer, partner, trustee, employee, or holds any position of management, the disclosure statement shall contain a general description of the business activity in which the sponsor is engaged; a statement of the fair market value of the investment or interest; and the position held in the entity by the investigator.

7. Those researchers that are included as inventors, defined as the member or members who have done the research or made the discovery, in a patent or any other intellectual property in which the University of Puerto Rico is the assignee, owner or co-owner, have the responsibility to include this information in the financial disclosure statement. The number and name of the patent shall be included.

VI. INDEPENDENT SUBSTANTIVE REVIEW COMMITTEE

When the Chancellor determines that the disclosure statement indicates that a significant financial interest exists, an independent substantive review of the disclosed statement and research project shall take place before a contract, grant, or gift is accepted.

The review committee should possess the academic, professional, and administrative competence and expertise necessary to review the subject matter of the proposed research and to assess the University and other public interests involved. The committee members may include graduate students and one or more qualified members not affiliated with the University. The committee may consult with administrators, faculty, and others involved in the research and review process and the academic discipline in question. The committee may also consult with or request that investigators and department chairs provide additional information so as to make a fully informed recommendation. The committee may also invite individuals with competence in special areas to assist in the review process if expertise beyond, or in addition to, that available to the committee is required. The review committee shall be sufficiently qualified through the experience of their members to promote respect for their advice.

The committee shall review disclosure statements and relevant features of the research project, following the guidelines adopted for this purpose by the Vice President for Research and Technology for the University of Puerto Rico. The review should occur

as early as possible in the overall application process to assure that commitments are not inadvertently made to the sponsors. The committee shall, in its written documentation of the review, address each of the principles set forth in the Guidelines. The basis for the recommendation should be clearly established in the documentation of the review.

On the basis of this review, the committee shall recommend to the Chancellor whether funding for the research project should be accepted and, if so, whether any modifications or conditions are needed. The Chancellor shall notify his or her decision to the investigator.

The Chancellor of the pertinent institutional unit, after consultation with the Vice President for Research and Technology of the University of Puerto Rico, shall develop a procedure for this independent substantive review, including the designation or establishment of the institutional committee to conduct the review.

VII. IMPLEMENTATION

Chancellors shall implement this policy. They must provide the reviewers with appropriate administrative support, assure that technical advice on conflict of interest matters is provided, and assure that appropriate documents related to this policy are available to the public as required by law.

The Vice President for Research and Technology for the University of Puerto Rico has responsibility for assuring compliance with applicable State law, this policy, and related University regulations. The Vice President for Research and Technology is responsible for developing, issuing and notifying the necessary guidelines to implement this policy and will serve as the liaison on these matters with the campuses. These guidelines could be modified from time to time.

VIII. AMENDMENTS AND REPEALS

This Policy may be amended *motu proprio* by the Board of Trustees, or upon request of the President of the University of Puerto Rico.

This Policy repeals Circular Letter No. 96-03 of February 5, 1996, known as Investigator Financial Disclosure Policy, as well as any other rule, regulation, policy or official document in conflict with this policy.

IX. EFFECTIVE DATE

This Policy is effective upon its approval by the Board of Trustees.

Appendix 19

BOARD OF TRUSTEES
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 8
2012-2013

I, Aida Ávalo de Sánchez, Secretary of the Board of Trustees of the University of Puerto Rico, **DO HEREBY CERTIFY THAT**:

The Board of Trustees, in its regular meeting held on August 11, 2012, having considered the recommendation of the President of the University of Puerto Rico and the Vice President for Research and Technology, approved the following:

POLICY AND GUIDELINES FOR FINANCIAL CONFLICTS OF INTERESTS AND COMMITMENTS IN RESEARCH AND SPONSORED PROGRAMS OF THE UNIVERSITY OF PUERTO RICO, that is attached as an integral part of this Certification.

IN WITNESS WHEREOF, issued under the seal of the University of Puerto Rico, this fourteen day of August 2012.

Aida Ávalo de Sánchez
Secretary

PO BOX 23400, SAN JUAN, PUERTO RICO 00931-3400
TEL. (787) 758-3350, FAX (787) 758-7196

UNIVERSITY OF PUERTO RICO

BOARD OF TRUSTEES

POLICY AND GUIDELINES FOR FINANCIAL CONFLICTS OF INTERESTS AND COMMITMENTS IN RESEARCH AND SPONSORED PROGRAMS OF THE UNIVERSITY OF PUERTO RICO

Certification No. 8 (2012-2013)

August 15, 2012

CONTENTS

I. INTRODUCTION 3
II. POLICY STATEMENT 4
III. OBJECTIVE 4
IV. SCOPE OF POLICY 5
V. OVERSIGHT OF POLICY 5
VI. DEFINITIONS 5
VII. GUIDELINES AND PROCEDURES 11
VIII. APPEAL 18
IX. NONCOMPLIANCE 18
X. EDUCATION AND TRAINING 19
XI. REPORTING 19
XII. RECORDS 19
XIII. SIGNIFICANT FINANCIAL INTERESTS OF INSTITUTIONAL OFFICIALS 19
XIV. IMPLEMENTATION 20
XV. INTERPRETATION 20
XVI. AMENDMENTS 20
XVII. EFFECTIVENESS 20

I. INTRODUCTION

In 2008, the Board of Trustees, through its Certification Number 63, 2007-08, approved its POLICY ON CONFLICTS OF INTERESTS AND DISCLOSURE OF FINANCIAL INTERESTS IN RESEARCH AND OTHER SPONSORED PROGRAMS OF THE UNIVERSITY OF PUERTO RICO. This policy at the University of Puerto Rico (U.P.R.) served well its purpose. Since then, the federal regulations related to programs that provide funds for forefront research in the University have undergone changes. It is therefore imperative for the University to modify its existing rules in order to adjust them to its current level of research development and to harmonize them with new federal policies and requirements.

In particular, on August 25, 2011, the U.S. Department of Health and Human Services (HHS) issued new rules that amend the Public Health Service (PHS) regulations on "Responsibility of Applicants for Promoting Objectivity in Research for which PHS Funding is Sought" (42 C.F.R. Part 50, Subpart F) and Responsible Prospective Contractors (45 C.F.R. Part 94). The new rules substantially modify the definitions, thresholds, and requirements for disclosing, reviewing, managing, and reporting financial relationships between research personnel and outside entities. The major changes resulting from the new rules on Financial Conflict of Interest (FCOI) (http://grants.nih.gov/grants/policy/coi/) for PHS-related research and investigators include:

- A requirement that **investigators complete FCOI training prior** to engaging in PHS-funded research and re-training every four years.

- A requirement that reduces the monetary threshold at which significant **financial interests (SFI) require disclosure from $10,000 under the old rule to $5,000 under** the new rule.

- **A requirement that investigators disclose to their institutions all of their significant financial interests (SFI) related to their institutional responsibilities.**

- Require institutions to **report to the PHS awarding component** additional information on identified financial conflicts of interest and how they are being managed.

- Require institutions to make certain **information accessible to the public** (generally on the institutional website or in writing upon request) concerning identified significant financial interests held by senior/key personnel.

- Require **compliance with the rule by subcontractors.**

The University of Puerto Rico in its firm commitment to uphold integrity, transparency and accountability in its conduct of research; and, to harmonize its existing conflict of interest (COI) policies and procedures with the new federal norms, and any applicable local and state laws and regulations, herein establishes this POLICY AND GUIDELINES FOR FINANCIAL CONFLICTS OF INTERESTS AND COMMITMENTS IN RESEARCH AND SPONSORED PROGRAMS OF THE UNIVERSITY OF PUERTO RICO ("Policy and Guidelines"). These new Policy and Guidelines shall be effective immediately upon their approval.

II. POLICY STATEMENT

The University of Puerto Rico ("the University" or "U.P.R.") is a public corporation of the Commonwealth of Puerto Rico with the main objectives of teaching, research and public services. Consistent with the U.P.R.´s mission, all faculty, employees and students are encouraged to participate in research activities and in those that promote interactions with industry, businesses, government and other academic institutions. The U.P.R. and its personnel (faculty, staff, students and employees) are committed to the fundamental principles of integrity, transparency and accountability during the conduct of their research activities, while fulfilling their university responsibilities, and assuring the public and sponsors trust. The U.P.R. establishes and enforces standards that to guarantee that the design, conduct, and reporting of all federal and non-federal research will be free from bias resulting from Investigator financial conflicts of interest and commitment. Accordingly, this policy further provides the mechanism(s) for ensuring the integrity of University research when such conflicts arise.

III. OBJECTIVE

The University of Puerto Rico reaffirms through this document its commitment to uphold integrity, transparency and accountability in its conduct of research; while, harmonizing its existing COI policies and procedures with new federal norms, and any applicable local and state laws and regulations. The objective of the present Policy and Guidelines is to identify, eliminate, or manage any possible threat to the integrity of the research and sponsored programs conducted at the University of Puerto Rico. These Policy and Guidelines set forth policy and procedures that are to be followed by the University in resolving or managing actual and potential faculty conflicts of interest and commitment pertaining to all research projects, independently of their source of funding.

IV. SCOPE OF POLICY

The present guidelines and policy apply to any INVESTIGATOR planning to participate, or participating in the RESEARCH, independently of its source of funding. *Provided, however*, that several provisions of these Policy and Guidelines apply only to investigators applying for or conducting research funded by the Public Health Service (including the National Institutes of Health), as indicated below.

The terms "Investigator" and "Research" are defined below in section VI. J and N, respectively.

In addition to the conflict of interests Policy and Guidelines established in this document, the University of Puerto Rico shall comply with all local and federal laws concerning intellectual property such as, but not limited to, the Small Business Patent Procedures Act, the Bayh-Dole Act, Cooperative Research and Technology Enhancement Act (known as the CREATE ACT), the American Investors Act (known as AIA Act) and any other applicable to these issues.

V. OVERSIGHT OF POLICY

The Vice President for Research and Technology (VPRT) shall oversee these Policy and Guidelines. The Chancellor of each academic unit shall designate a Conflict of Interest Officer(s) (COIO), as the University's institutional official responsible for the implementation of these Policy and Guidelines to review and recommend to the investigator, unit head (departmental chair, center/institute director, division head, others), deans, and chancellor the management plans for disclosed financial conflicts of interest.

The COIO will be assisted by an ad hoc Conflict of Interest Committee (COIC) to be appointed by the Chancellor on a need basis. Each campus will therefore be responsible for the implementation of this policy, consistent with the previous U.P.R. policy for the disclosure of financial conflicts of interest. No member of the COIC who holds a significant financial interest in a project may participate in the review of interest or the development of a management plan for that project. COIC meetings shall be closed to the public.

VI. DEFINITIONS

The following definitions apply to terms as they are used in this policy, unless the context clearly indicates otherwise:

A. Conflict Management Plan

The designed actions or plan of measures delineated and strategically to address the risk of real or apparent financial conflict of interest to protect research subjects, and maintain public trust in the University´s research and its personnel.

B. Conflict of Commitment

When an employee of the university engages in an outside activity that burdens or interferes with their fulfillment of primary responsibilities, commitments and obligations to the university, even if the outside activity is valuable to the university or contributes to their professional development and competence.

C. Design, Conduct, or Reporting of Research

Oversight, decision-making, or participation in research that includes, but not limited to, creating the structure, roles, and/or protocol of a research project; the execution of the research roles and protocol; and/or the publishing, presentation, or discussion of the research results.

D. Direct Administration of Research

Oversight or decision-making impacting research that includes, selection of vendors, determining the allocation of funds, sponsor negotiations for the research project, protocol review and approval, or managing resulting intellectual property and licensing opportunities.

E. Entity/External Entity

An entity or organization other than the University, whether public or private, such as, a company, partnership, professional associations, and voluntary health organizations, among others.

F. External Commitment

An obligation or activity (e.g., management, employment, advisory, or consulting role) that is not related to primary responsibilities, commitments or obligations to the University.

G. Financial Conflict of Interest (FCOI) – Real, Apparent

A Real Financial Conflict of Interest arises when a financial interest, or other opportunity for personal financial gain, is likely to compromise or influence the objective design, conduct, reporting, or direct administration of research.

An Apparent Conflict of Interest arises when there is a reasonable apprehension, which reasonably well-informed persons are likely to have, that an individual's opportunity for personal financial gain could compromise or influence the design, conduct, reporting, or direct administration of research.

H. Financial Interest

Financial Interests means anything of monetary value, whether or not the value is readily ascertainable, in any one of the following categories: compensation, compensation for management, advisory, or consulting roles; gifts, services, loans; payments or in-kind gifts for services; licensing, patent, royalty, and other intellectual property agreements; equity interests in a public or private company (e.g., stocks, stock options, bonds, property interests, dividends, convertible securities, or other ownership interest); a position in an external entity giving rise to a fiduciary duty such as director, officer, partner, trustee, employee or any position of management; or, for researchers with funding from the Public Health Service, any reimbursed or sponsored travel.

I. Human Subjects/Participants Research

A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge, involving a living individual about whom an investigator (whether professional or student) conducting the research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.

J. Investigator

Investigator means the project director or principal investigator and any other person, regardless of title or position, who is responsible and has the authority to make independent decisions related to the design, conduct, reporting or direct administration of University research funded by the federal sponsor, or proposed for such funding, which may include, for example, sub grantees, contractors, collaborators or consultants. The latter includes SBIR (Small Business Innovative Research) and/or STTR (Small Business Technology Transfer), Phase II applicants/awardees, while Phase I SBIR/STTRs are exempt.

K. Institutional/University's Responsibilities

Encompasses an investigator's professional responsibilities, commitments and obligations on behalf of the University, including, but not limited to, activities such as research, research consultation, teaching, professional practice, institutional committee memberships, and service on panels such as Institutional Review Boards or Data and Safety Monitoring Boards.

L. Manage

Affirmative action taken to address a financial conflict of interest, which includes reducing or eliminating the financial conflict of interest, to ensure that the design, conduct, and reporting of research are free from bias or the appearance of bias.

M. Non-Sponsored University/Institutional Research

The pursuit of professional interests through research that is supported by University funds including, but not limited to, internal allocations, gifts, endowment income, fellowships, licensing income, and cost sharing.

N. Research

A systematic investigation designed to develop or contribute to generalizable knowledge and encompasses basic, clinical, applied, and translational research. Research, for the purpose of this policy, includes all sponsored and all non-sponsored University research projects.

O. Research Personnel

Any individual responsible for the design, conduct, or reporting of research, including senior/key personnel, as well as those responsible for the direct administration of research.

P. Research-Related Financial Interest or Commitment

An external commitment or financial interest that is likely to bias the outcome of research.

Q. Senior/Key Personnel

Refers to the research project director or principal investigator and any other individual who contributes to the scientific development or execution of a project in a substantive, measurable way, and who is included in the grant application, progress report, or any other report submitted by the institution, whether or not they receive salaries or compensation under the grant, including the following:

- *For sponsored research*: (1) Principal investigators, co-principal investigators, co-investigators, and any other individual named in a sponsored project budget, narrative, key personnel list, by CV attachment, or noted anywhere else by name in a proposal or award, and (2) Anyone who during the course of a sponsored project assumes a role synonymous with the roles above.

- *For non-sponsored research*: Those whose role on the research project is synonymous with the roles described above.

- *For Institutional Review Board protocols*: Principal investigators and co-investigators consistent with the procedures of each campus.

R. Significant Equity Interest

For a publicly held business, an equity interest that when aggregated for you and your family exceeds the Public Health Service (PHS) threshold, currently: (i) $5,000 in value as determined through reference to public prices or other reasonable measures of fair market value, or (ii) representing five percent ownership in such business. For a privately held business, any equity interest in such business, regardless of the amount.

S. Significant Financial Income

Payments or anything of monetary value (including the value of an equity interest) from a single entity that when aggregated for you and your family for the past 12 months or expected over the next 12 months, exceeds the PHS threshold, currently $5,000.

T. Significant Financial Interest

A financial interest (see definition of Financial Interest) that includes a significant equity interest or significant financial income. Encompasses remuneration, as defined in the provision below, and anything of monetary value or potential monetary value held by an investigator (and by the investigator's spouse and dependent children), and that reasonably appears to be related to the investigator's institutional responsibilities, as follows:

1. With regard to any publicly traded entity, remuneration received from the entity in the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, when aggregated, exceeds $5,000.

2. With regard to any non-publicly traded entity, the value of any remuneration received from the entity in the calendar year preceding the disclosure, when aggregated, exceeds $5,000, or any equity interest (e.g., stock, stock option, or other ownership interest);

3. Intellectual property rights and interests (e.g., patents, copyrights), upon receipt of income related to such rights and interests; or

4. A position giving rise to a fiduciary duty, such as director, officer, partner, trustee, employee, or any position of management.

5. For Investigators applying for or conducting research funded by the PHS, any reimbursed or sponsored travel related to the investigator's institutional responsibilities (i.e., travel is paid on behalf of the investigator and not reimbursed to the investigator so that the exact monetary value may not be readily available). Disclosure of this interest will include the purpose and duration of the trip, the identity of the sponsor/organizer, and the travel destination.

Provided also, that **for purposes of the definition of significant financial interest:**

1. Remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship), and

2. Equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value.

And provided, further, that **the term significant financial interest does not include**:

1. Salary or other remuneration paid by the University to the investigator if the investigator is currently employed or otherwise appointed by the University;

2. Income from investment vehicles, such as mutual funds and retirement accounts, as long as the investigator does not directly control the investment decisions made in these vehicles;

3. Income from seminars, lectures, teaching engagements, or travel reimbursed or sponsored by a federal, state, or local government agency, an institution of higher education, an academic teaching hospital, medical center, or research institute affiliated with an institution of higher education; or,

4. Income from service on advisory committees or review panels for a federal, state, or local government agency or institution of higher education.

U. Sponsor

An external entity that funds or supports research. Sponsors include federal, state, and local governments and private entities, both non-profit and for profit.

V. Sponsored Research

Research funded by a sponsor or external entity through a grant, contract, or agreement.

VII. GUIDELINES AND PROCEDURES

A. Scope of Section and General Requirements.

1. *Scope.*

Subsections A through D.4 of this Section VII apply to all U.P.R. investigators and to all funded U.P.R. research, as well as to all unfunded human subjects' research. Additional requirements found in Section VII.E apply only to human subject's research, while additional requirements found in Section VII.D apply only to PHS-funded research.

2. *Current Disclosure Required.*

Failure to have a current disclosure on file or to provide additional information requested by the COI Officer or Committee may result in a delay of study approval and/or release of research funds.

3. *Responsibility to Review Report.*

The COIO and COIC are responsible for reviewing reports, collecting additional required information, identifying financial conflicts of interest, and determining required management plans.

B. Disclosure of Financial Interests.

1. *Prior to submission/initiation of research.*

Prior to the investigator's submission of a grant application or the University's execution of a cooperative agreement or sponsored research contract, or prior to initiation of any human subjects research, whether funded or not, each investigator is required to submit a disclosure form describing any financial interest held by the investigator, the investigator's spouse, or any dependent child of the investigator that the investigator determines to be reasonably related to the investigator's institutional responsibilities. The disclosure form will be endorsed by the research personnel's unit head (department chair, institute director, division head, among others) and submitted to the campus' Chancellor-designated COIO who will then review any financial interest disclosed as provided in VII.C below.

When an investigator not covered above reasonably concludes or reasonably should conclude that his/her research presents or appears to present a financial conflict of interest, the investigator must disclose that fact to its corresponding campus' COIO.

In those cases where the University has determined that a financial conflict of interest exists, no research funds may be expended and no research may begin until the investigator has agreed in writing to any management plan required by the University for this research.

2. *Annual Update to Disclosure.*

Each investigator who submits a financial interest disclosure form to the University is required to update that disclosure annually during the period of the award or, for non-sponsored research, annually during the conduct of the project. Annual updates must be submitted by September 1st of each calendar year.

It is the responsibility of the principal investigator or project director of a research project to ensure that each Investigator working on/who will work on the project submits a timely annual update to a previously submitted disclosure form. The annual update will be submitted to the campus' COIO, who will then review any updated financial interest disclosed as provided in VII.B below.

3. Updating or Submitting a New Disclosure in an Ongoing Project.

When changes occur related to a financial interest in an ongoing research project, the Investigator is required to update the disclosure describing that interest. This may occur, for example, where the investigator acquires a new financial interest or has changes to a previously disclosed financial interest. A disclosure is also required when a new investigator is added to an existing project. Such disclosures must be submitted to the COIO for evaluation within 30 days of the event requiring the disclosure.

C. Review by Conflict of Interest Officer (COIO).

Three principles are accounted for in the process of University review of reports of external commitments and financial interests: (1) respecting the confidentiality of reported information, (2) managing rigorously both real and apparent financial conflicts of interest, and (3) achieving consistency across the University in the way that financial conflicts of interest are identified and managed. Initial review of the investigator's disclosure and significant financial interest (if any) will be done by the campus' COIO. The COIO will in turn present the cases to the campus' Conflict of Interest Committee designated by the Chancellor for expedited or regular review.

1. Determination of Significant Financial Interest.

Prior to the investigator's expenditure of any funds, or prior to the initiation of the research in the case of research with no external funding, the COIO will review the disclosed financial interest to determine whether it constitutes a significant financial interest.

2. Determination of Financial Conflict of Interest.

Upon concluding that the disclosed financial interest constitutes a research related significant financial interest, the COIO will review the disclosed significant financial interest to determine whether a financial conflict of interest exists and thus whether further review and management is required.

In this review, the COIO will notify the relevant unit head (departmental chair, center/institute director, division head, others) of the existence of the financial conflict of interest. This notification will alert the unit head to the existence of the financial conflict of interest in the event he/she does not support the conduct of the research project in the University facilities with center/institute/departmental resources.

D. Review by Conflict of Interest Committee (COIC) and Management Plan.

REQUIREMENT OF MANAGEMENT PLAN. Where the Conflict of Interest Officer has determined that a financial conflict of interest exists, the campus' Conflict of Interest Committee will develop and recommend for implementation to the investigator, unit head, dean and chancellor a management plan that specifies the actions that have been and/or will be taken to manage the financial conflict of interest.

1. In so doing, the COIC will consider the nature of the research, the nature and size of the interest, the degree to which the conflict is related to the research, the extent to which the interest could be affected by the research, and any management strategies that would mitigate or eliminate the conflict.

2. Management strategies may include, but are not limited to:

   a) Public disclosure of financial conflicts of interest (e.g., when presenting or publishing the research);

   b) For research projects involving human subjects research, disclosure of financial conflicts of interest directly to participants;

c) Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the research against bias, or the appearance of bias, resulting from the financial conflict of interest;

d) Modification of the research plan;

e) Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the research;

f) Reduction or elimination of the financial interest (e.g., sale of an equity interest); and

g) Severance of relationships that create actual or potential financial conflicts.

MANAGEMENT PLAN DEVELOPMENT AND MONITORING. Management Plan Development: Under the expedited and full committee review processes, the COIO will review the COIO's preliminary determinations of real or apparent financial conflicts of interest and oversee development of proposed management plans. Where full committee review is advised, the COIC votes on whether a real or apparent financial conflict of interest exists, and, if so, whether to approve the recommended management plan as presented by the subcommittee or with modifications. Based on the COIC decisions, the COIO will finalize the management plan. Management measures may, as appropriate, include, but are not limited to:

1. Disclosure of the external commitment or financial interest to human participants, fellow researchers, students involved in the research activity, journal publishers, and/or others;

2. Research personnel's abstention from certain project segments or decisions;

3. Modification of the external commitment or financial interest;

4. Modification of the research plan (including the assignment of responsibilities);

5. Monitoring of the potentially affected research activity by an independent individual or subcommittee;

6. Divestiture or severance of a external commitment or financial interest;

7. Independent review of student research progress;

8. Discontinuation of advisee's or subordinates employee's participation in External Entity.

RESPONSIBILITY FOR OVERSEEING. The management plan will state who is responsible for overseeing the implementation of the plan, and for reporting on compliance at stated intervals to the COIC. If the management plan prescribes monitoring of the activity, it will describe specifically how the monitoring shall be performed, who shall perform it, what records are to be kept, and what reports are made to the COIC.

ADDITIONAL INPUT ON MANAGEMENT PLANS: In making review and management decisions, the COIC and COIO may consult with others on an as-needed basis only, including campus administrative offices, the central Office for research Compliance and Integrity (ORCI), and the Office of the Vice President for Research and Technology, as well as the Research Personnel (and/or spouses/same-sex partners or dependent children, if applicable) and unit heads, particularly when the management plan will likely require unit-level implementation and/or monitoring.

MANAGEMENT PLAN NOTIFICATION: The COIC communicates this determination to the investigator, who must accept the requirements of the management plan in writing before beginning work on the project. Copies of the signed management plan will also be provided to the research personnel, unit head, those responsible for implementation of the management plan, and in the case of research involving human participants, to the Institutional Review Board. In addition, sponsors will be notified of the existence of a managed conflict if the regulations of that agency or award so require.

SANCTIONS. Any failure by research personnel to adhere to an approved management plan will be cause for one or more of the sanctions noted in Sanctions for Noncompliance. In addition, where such failure is not remedied, the non-compliance may be reported to the pertinent sponsor, if applicable, and disciplinary action may be commenced, including academic misconduct proceedings, and, in severe cases, termination. Any academic misconduct or termination proceedings will be conducted in accordance with the applicable University policies and codes.

E. Specific Provisions Applicable to Human Subjects Research

As a general policy, the University will not allow an investigator with a financial conflict of interest to conduct a clinical research project whose purpose is to evaluate the safety or effectiveness of a drug, medical device, or treatment. This prohibition applies, not only to the principal investigator of a clinical research project, but also to any investigator involved in the design, conduct, or reporting of the research. A principal investigator would thus be prohibited not only from serving in that role, but in any investigator role on the study.

F. Specific Provisions Applicable to PHS-funded Research

In addition to the requirements of this policy outlined above, the University will apply the following specific provisions to research funded by PHS:

1. Monitoring.

For PHS-funded research, the investigator's management plan will be monitored on an ongoing basis until the completion of the research project.

2. Sub-recipients.

If the University carries out the PHS-funded research through a sub-recipient, the University will incorporate as part of a written agreement with the sub-recipient terms that establish whether the University's or the sub-recipient's policy on conflict of interest in research will apply to the sub-recipient Investigators.

If the sub-recipient's policy will apply, the sub-recipient will certify as part of the agreement that its policy complies with the PHS regulations on Objectivity in Research. Additionally, the agreement shall specify time period(s) for the sub-recipient to report all identified financial conflicts of interest to the University to enable the University to provide timely reports to PHS.

Alternatively, if the University's policy on conflict of interest will apply, the agreement shall specify time period(s) for the sub-recipient to submit all sub-recipient Investigator disclosures of significant financial interests to the University. Such time periods shall be sufficient to enable the University to comply with timely review, management, and reporting obligations under the PHS regulations.

3. Retrospective Review.

In the event the University identifies a significant financial interest that was not disclosed in a timely manner by an investigator or, for whatever reason, was not previously reviewed by the University during an ongoing research project, and where the COIO has determined that the undisclosed significant financial interest constitutes a financial conflict of interest related to a PHS funded research project, the COIC will review the financial conflict of interest and the University will implement a management plan for the project within 60 days of identification of that interest. In addition, the COIC will, within 120 days of its determination of noncompliance, complete a retrospective review of the investigator's research activities associated with the project to determine whether the research conducted during the period of the noncompliance was biased in the design, conduct, or reporting of such research.

4. Mitigation Plan.

If the COIC determines in the conduct of its retrospective review of PHS funded research that the research or any part of it was biased, the COIC will recommend a mitigation plan to address any such issues. The University will notify the PHS Awarding Component of its determination and subsequently follow up with the mitigation report for the project.

5. Public Access of Disclosed Significant Financial Interest.

The U.P.R. will make available to the public upon request information concerning any significant financial interest disclosed to the University that meets the following three criteria:

a) The disclosed significant financial interest is still held by the senior/key personnel of the active PHS project;

b) The University determines that the significant financial interest is related to the PHS funded research; and

c) The University determines that the significant financial interest is a financial Conflict of Interest.

The information request must be addressed to the corresponding campus Conflict of Interest Officer who will respond within five (5) business days of receipt of the request. Disclosed information will be provided to the extent required by applicable PHS regulations and state law. Written requests must be submitted to each campus' COIO and COIC, who will in turn inform the ORCI of such request and document the campus response within the required timeline.

G. Ongoing Research

1. Required Procedure.

When in the course of an ongoing research project an investigator new to the project discloses a significant financial interest or an existing investigator discloses a new or changed significant financial interest, and where the COIO has determined that the disclosed significant financial interest constitutes a financial conflict of interest subject to management under this policy, the COIC will review the disclosure and the University will implement a management plan for the project within 60 days of the submission of the disclosure to the University.

2. Special cases.

In the case of either VII.A. or VII.F above, and depending on the nature of the financial conflict of interest, the University may determine that additional interim measures are necessary with regard to the investigator's participation in the research project between the date of disclosure and the implementation of the University's management plan. Particular consideration will be given to any additional interim measures that the University's Institutional Review Board views as necessary for the protection of human participants in any ongoing research.

VIII. APPEAL

Any investigator adversely affected by the decision of the COIC regarding management of a financial conflict of interest may appeal in writing, first, to the Vice President for Research and Technology, subsequently to the President of the University, and thereafter to the Board of Trustees of the University of Puerto Rico.

IX. NONCOMPLIANCE

Failure to file a complete and truthful disclosure as required by this policy or to comply with the conditions or restrictions imposed in the resolution, management, or elimination of financial conflicts of interest constitutes a violation of University policy and may violate state and/or federal law. In such cases, the investigator will be subject to appropriate sanctions consistent with University policies relating to faculty, staff, or other applicable disciplinary policies. In addition, the University may suspend an ongoing research project, halt the expenditure of funds, or suspend technology transfer activity to prevent continued violation of this policy. In any case in which the investigator does not comply with any applicable conditions or restrictions imposed pursuant to this policy, the University will withdraw any affected applications for funding if the project cannot otherwise be completed without the services of the investigator.

In the event the University discovers that a failure to comply with this policy has biased the design, conduct, or reporting of the research in accordance with the process outlined in section VII.C., the U.P.R. will promptly notify the sponsor of the research as required by applicable law and describe the corrective action(s) taken or to be taken.

X. EDUCATION AND TRAINING

Prior to engaging in any research project, all investigators must complete training on the investigator obligations under this policy. This training must be repeated at least every four years and must be completed immediately if this policy is revised so as to affect the investigator obligations, if an investigator is new to the University, or if the University finds an investigator to have violated this policy or any applicable management plan.

All U.P.R. investigators and research personnel are required to complete prior to August 24, 2012, the web-based NIH Tutorial on financial Conflicts of Interest, or a valid alternative resource.

XI. REPORTING

The University will provide initial and ongoing reports of its management of financial conflicts of interest to external sponsors of University research as required by law and in accordance with this policy. Each campus Office of Sponsored Programs or its equivalent will also provide additional guidance with respect to the electronic COI reporting system to be available through eRA Commons.

XII. RECORDS

Records relating to all investigator disclosures of significant financial interests and the University's review and management of such disclosures, will be maintained by the University in the case of externally funded research for three years from the date of submission of the final expenditures report (in the case of grants and cooperative agreements) or three years from the final payment (in the case of research contracts), or as otherwise required by law. Such records in the case of research with no external funding will be maintained for three years from the close of the study.

XIII. SIGNIFICANT FINANCIAL INTERESTS OF INSTITUTIONAL OFFICIALS

University officials who have a significant financial interest in an externally-sponsored research project may not participate in the solicitation, negotiation of contract terms and conditions, oversight of the research (unless named as a member of the research team), or management of any financial conflict of interest held by members of the research team.

XIV. IMPLEMENTATION

Chancellors shall implement these policies and guidelines forthwith. They must provide the reviewers (Conflict of Interest Officers and Committee) with appropriate administrative support to assure that technical advice on conflict of interest matters is provided, and assure that appropriate documents related to this policy are available to the public as required by law.

The Vice President for Research and Technology for the University of Puerto Rico (VPRT) has responsibility for assuring compliance with these Policy and Guidelines, related University regulations, and applicable State law. The VPRT is responsible for developing, issuing and notifying the necessary procedures to implement these Policy and Guidelines. Also, the VPRT will serve as the liaison on these matters with the University's academic units. Such procedures may be modified from time to time.

XV. INTERPRETATION

The President of the University of Puerto Rico shall settle any controversy, question, or clarification regarding the interpretation of these Policy and Guidelines and/or situations not foreseen by them.

XVI. AMENDMENTS

These Policy and Guidelines may be amended by the Board of Trustees, *motu proprio*, or upon the recommendation of the President of the University of Puerto Rico.

XVII. EFFECTIVENESS

These Policy and Guidelines shall become effective immediately after their approval. From that date on, Certification Number 63 (2007-2008), shall be considered without effect. Any policy, regulation, rule or procedure inconsistent or contrary to this Policy and Guidelines or its purposes shall be without effect.

Appendix 20

ARTICLE 1.0 DENOMINATION

These rules are to be known as "Recruitment Guidelines for the Non-teaching Personnel of the University of Puerto Rico".

ARTICLE 2.0 LEGAL BASE

These guidelines are adopted in accordance with the ARTICLE 14, Section 14.10.10, ARTICLE 32, ARTICLE 34 and ARTICLES 77 through 87 of the General Rules of the University of Puerto Rico, of January 16, 1981, as amended.

ARTICLE 3.0 APPLICATION

These guidelines will apply for the recruitment process of all regular non-teaching work positions in the career service of the University System that are included in the Classification Plan for Non-teaching Personnel. It will also apply for the appointment or recruitment of non-regular personnel as to equal employment opportunity, certification, and verification of minimum requirements. It will not apply to the recruitment process of those who occupy a trust position, as defined in ARTICLE 73, Sections 73.1 to 73.3 of the General Rules.

ARTICULO 4.0 BASIC CONCEPTS

Section 4.1 Equal Opportunities

Employees of the University of Puerto Rico and aspiring members to the University System will be treated in equal conditions, without discrimination based on race, sex, color, birthplace, age, origin or social condition, political or religious ideas, physical or mental disability, or any condition as a veteran or Vietnam era veteran. For this purpose, the University System will safeguard the practice of these basic principles and will administer them in such way that will guarantee and protect the development of the capabilities of its employees as well as increase their productivity at work.

Section 4.2 System of Merits

These guidelines include the elements required to establish a career system within the University System. Hence, its administration will make certain that merit is the criteria by which recruitment, selection, promotions, transfers, descents, occupational training, and retention of the university personnel is carried out.

It will be the obligation of all the components of the University System to direct their efforts to attract, develop, and retain those candidates whose attitudes, knowledge, and experiences are best suited to achieve the goals of the Institution.

Section 4.3 Principles that Rule the Recruitment and Selection Process

The following principles will guide the recruitment process.

Section 4.3.1 Minimum Requirements

Minimum requirements will be established for each classification, starting with those specified in the position.

Section 4.3.2 Adequate Disclosure

To make sure that the greatest possible number of candidates have knowledge of the employment opportunities, the most adequate disclosing methods will be utilized.

Section 4.3.3 Exams

The candidates will compete through a system of exams, scientifically and objectively designed, that measure the competences, skills, and abilities necessary for an adequate performance of the essential tasks for each position.

Section 4.3.4 Objective and Uniform Procedures

The procedures for the recruitment and selection of employees will be directed through uniform guides and norms that promote equal opportunities for the candidates. The Central Office of Human Resources of the units of the University System will carry out training in interviewing techniques to make sure that the selection of employees in the University System is clearly focused on choosing the best human resources.

ARTICLE 5.0 DEFINITION OF TERMS

The following terms have the meaning indicated below:

Section 5.1 Subscribed Agreements

Work conditions that are supplementary to the active regulations convened between the university administration and the duly recognized groups established for this purpose by the Council for Higher Education, which represents the non-teaching personnel of the university system.

Appendix 21

Universidad de Puerto Rico en Carolina • Decanato de Asuntos Académicos
Centro de Recursos para el Aprendizaje • José P. Fernández-Miranda



Tutorías Virtuales

Segundo cuatrimestre 2020-2021

Español

Profa. Judy A Seda Carrero
judy.seda1@upr.edu

martes y jueves
11:00 a.m.- 12:00 m.
1:00 p.m. – 2:00 p.m.

https://us.bbcollab.com/guest/2b87dc7bb8f64663b5553a78d19f7968

Matemáticas

Dra. Maribel Rivera Rivera
maribel.rivera2@upr.edu

lunes a jueves
1:00 p.m. - 2:00 p.m.

https://us.bbcollab.com/guest/acc5b237b7e7497d99865bd1fab39325

Inglés

Profa. Maritza Mateo Rivera
maritza.mateo@upr.edu

martes y jueves
9:00 a.m. – 11:30 a.m.

https://us.bbcollab.com/guest/b94ee7c049ff4dffbb91f39a5b1d7e14

Contabilidad

Profa. Magaly Hernández Ralat
magaly.hernandez@upr.edu

CONT 3005 - lunes
4:00 p.m. – 6:00 p.m.
https://us.bbcollab.com/collab/ui/session/guest/31797e9e7ec743c885b2702372eb00b6

CONT 3006 - lunes
1:30 p.m. - 3:30 p.m.
https://us.bbcollab.com/collab/ui/session/guest/ba81c7fe34b64f10ba8dc9c7c2ea6953

CONT 4006 - martes
2:00 p.m. - 3:00 p.m.
https://us.bbcollab.com/collab/ui/session/guest/b619115f625a4ea2b4c9cd00a6c51ea2

Puedes utilizar su cámara y micrófono para aclarar dudas

IMPORTANTE:

Todo estudiante **debe registrarse en el formulario electrónico** que aparece al final de la página del servicio de tutorías.
https://www.upr.edu/biblioteca-uprc/tutorias/

Todo estudiante **debe enviar sus dudas semanalmente al correo electrónico del profesor** para que el día de las tutorías se puedan discutir.

Para ofrecer las tutorías **se utilizará la plataforma de Collaborate**. Todo estudiante podrá acceder utilizando la dirección (Dirección de Acceso) que aparece en el calendario para cada materia.

UPR CAROLINA

Appendix 22

OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State: 02/18/2020

7. State Application Identifier: PR (G) 20-91-0218-225-S

8. APPLICANT INFORMATION:

* a. Legal Name: University of Puerto Rico at Carolina

* b. Employer/Taxpayer Identification Number (EIN/TIN): 660560809

* c. Organizational DUNS: 1206976020000

d. Address:

* Street1: PO Box 4800

Street2:

* City: Carolina

County/Parish:

* State: PR: Puerto Rico

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 00984-4800

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name: Kattia

Middle Name: Z.

* Last Name: Walters-Pacheco

Suffix: Ph.D.

Title:

Organizational Affiliation:

* Telephone Number: 787-257-0000

Fax Number: 787-750-7940

* Email: kattia.walters1@upr.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031

CFDA Title:

Higher Education Institutional Aid

*** 12. Funding Opportunity Number:**

ED-GRANTS-122719-001

* Title:

Office of Postsecondary Education (OPE): Developing Hispanic-Serving Institutions Program CFDA Number 84.031S

13. Competition Identification Number:

84-031S2020-1

Title:

Developing Hispanic-Serving Institutions Grant Competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Creation of a Learning Commons: Empowering Students and Faculty

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 00 * b. Program/Project: 00

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2020 * b. End Date: 09/30/2025

18. Estimated Funding ($):

* a. Federal	3,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,000,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 02/18/2020.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Jorge

Middle Name: I.

* Last Name: Valentin-Asencio

Suffix:

* Title: Chancellor

* Telephone Number: 787-276-0226 Fax Number: 787-750-7940

* Email: jorge.valentin2@upr.edu

* Signature of Authorized Representative: Completed by Grants.gov upon submission. * Date Signed: Completed by Grants.gov upon submission.

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* University of Puerto Rico at Carolina

** Street 1:* PO Box 4800 *Street 2:*

** City:* Carolina *State:* PR: Puerto Rico *Zip:* 00984-4800

Congressional District, if known: 00

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

US Department of Education

7. * Federal Program Name/Description:

Higher Education Institutional Aid

CFDA Number, *if applicable:* 84.031

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Completed on submission to Grants.gov

***Name:** *Prefix:* Dr. ** First Name:* Jorge *Middle Name:*

** Last Name:* Valentin-Asencio *Suffix:*

Title: Chancellor **Telephone No.:** 787-276-0226 **Date:** Completed on submission to Grants.gov

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	University of Puerto Rico at Carolina
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Dr.
* First Name:	Jorge
Middle Name:	I.
* Last Name:	Valentin-Asencio
Suffix:	
* Title:	Chancellor
* SIGNATURE:	Completed on submission to Grants.gov
* DATE:	Completed on submission to Grants.gov

OMB Number: 1894-0005
Expiration Date: 04/30/2020

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Univ. of P.R. Carolina.pdf | Add Attachment | Delete Attachment | View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

The University of Puerto Rico at Carolina (UPRC) has been responding to the needs of its community for nearly four decades. UPRC's educational mission and processes, as well as its non-discrimination policies, are focused on equitable access to education and educational success for all students.

GENDER and RACE: The learning environment within our classrooms promotes respect and understanding, and encourages the creation of teams that cross gender and race. Moreover, UPRC offers workshops to promote sensitivity among faculty, staff and students on a regular basis.

NATIONAL ORIGIN and COLOR: UPRC takes pride in being an inclusive community. Since it is located on the island of Puerto Rico, our students and faculty are 100% Hispanic and of mixed race. UPRC welcomes persons of all ethnic backgrounds, national origins, and colors.

DISABILITY: UPRC operates in accord with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and arranges reasonable accommodations for students with documented disabilities and whose disabilities may affect their pursuit of a college education. Staff from the Office of Services to Students with Disabilities arranges accommodations on behalf of students needing such accommodations. UPRC's instructional facilities are in compliance with the American Disabilities Act guidelines and renovations undertaken in the Learning Commons will provide equitable access for persons with disabilities.

AGE: As a matter of practice, UPRC offers pedagogy that is adapted to multiple learning ages, backgrounds, and styles. The institution welcomes persons of all ages throughout its academic offerings.

EMPLOYMENT: UPRC is committed to provide equal access and equal opportunity to all individuals seeking employment. It follows employment procedures that encourage individuals of all ethnic backgrounds, national origins, political affiliations, and colors; diverse ages; women; and individuals with disabilities to apply for employment and to insure that every applicant is given equal consideration.

GRANT SPECIFICS: UPRC will: (1) adjust computers and computerized instructional materials with assistive technologies in compliance with the Americans with Disabilities Act requirements; (2) provide accessible access to disabled persons in all areas of the Learning Commons; (3) any facilities and services to be offered as part of this Title V Project will be available to all faculty and students without any discrimination regarding gender, race, socioeconomic status, religion, political affiliation, national origin, color, disability, sexual orientation, or age; (4) prepare all the educational materials/resources (workshop materials) and promotional materials such as flyers and Web page (which will enable assistive computer devices to interpret the materials for disabled users) in Spanish, for our 100% Hispanic student population and faculty with limited English proficiency.

OMB Number: 1894-0007
Expiration Date: 09/30/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kattia		Walters-Pacheco	Ph.D.

Address:

Street1: PO Box 4800
Street2:
City: Carolina
County:
State: PR: Puerto Rico
Zip Code: 00984-4800
Country: USA: UNITED STATES

Phone Number (give area code): 787-257-0000
Fax Number (give area code): 787-750-7940

Email Address: kattia.walters1@upr.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Univ of PR - Carolina - Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

ABSTRACT

PROJECT PROPOSED: ***Creation of a Learning Commons: Empowering Students and Faculty***

INSTITUTION: University of Puerto Rico at Carolina (UPRC)

CHALLENGES AND CONSTRAINTS: The project was designed to address the following institutional problems and related weaknesses: **1)** Fiscal and physical constraints limit the library's development; **2)** Inadequate faculty training and support; **3)** Critical need for improved technological infrastructure; **4)** Students' inexistent personal financial knowledge; and **5)** Inadequate fiscal resources for much needed improvements in all areas.

PROPOSED ACTIVITY: UPRC requests Title V funds to develop the following four interrelated components and their expected outcomes to address the institutional problems and weaknesses:

1) Development of a Learning Commons;

2) Enhancement of faculty's skills through a faculty development program;

3) Improvement of the technological infrastructure; and

4) Student financial empowerment.

The expected final outcomes after implementing the four components include:

a) A fully operational Learning Commons;

b) Increase by 50 the number of faculty integrating learning communities in the teaching/learning process;

c) Increase by 50 the number of faculty integrating new technology in the teaching/learning process;

d) Increase by 30 the number of faculty certified in distance education;

e) Increase to 15 the number of online courses available;

f) Offer at least 4 workshops/year through the finance education program Student Money Solutions **(Priority 2)**; and

g) Improve the technological infrastructure.

UPRC is addressing Competitive Preference Priorities 1 and 2.

FUNDS REQUESTED: **$3,000,000**

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Project Narrative-Univ of PR Carolina.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

TABLE OF CONTENTS

Introduction and Institutional Overview 1
I. Comprehensive Development Plan 5
Description of the Analysis Process. 5
Institutional Strengths and Weaknesses. 7
Significant Problems 9
Institutional Goals and 5-Year Measurable Objectives. 14
Institutionalizing Practices and Improvements 15
Five-Year Plan for Improving Services to Hispanic and Low-Income Students 16
II. Project Design. 18
Logic Model 22
III. Activity Objectives and Performance Indicators. 23
Relationship of Activity Objectives to Problems and Goals of the CDP. 25
IV. Implementation Strategy. 26
Timetable. 30
Implementation Strategy Rationale 34
V. Project Management Plan. 38
VI. Key Personnel 41
VII. Evaluation Plan 43
VIII. Budget. 50
Competitive Preference Priorities 52
Competitive Preference Priority 1. 52
Competitive Preference Priority 2. 54

Activity Title:
CREATION OF A LEARNING COMMONS: EMPOWERING STUDENTS AND FACULTY

INTRODUCTION AND INSTITUTIONAL OVERVIEW

INTRODUCTION

Puerto Rico (PR), an island with a total area of only 3,500 square miles (35 miles wide and 100 miles long), is one of the most densely populated areas of the world, with a total population of more than 3.19 million inhabitants (2018 American Community Survey). The municipality of Carolina (population 147,661[1]), where the University of Puerto Rico at Carolina (UPRC) is located, is situated in northern PR, just 20 miles east of historic "Old San Juan" and part of the greater San Juan Metropolitan Area.

As shown below, socio-economic indicators for the San Juan Metropolitan Area and PR as a whole, depict extreme poverty, and low economic status with high unemployment with per capita income is less than half of the U.S. In fact, the median family income is significantly below the state of Mississippi ($43,529), the poorest state in the nation.

WIDE SOCIO-ECONOMIC DISPARITY		
	P.R.	**U.S.**
Per Capita Income	$12,805	$33,831
Median Family Income	$24,482	$76,401
Individuals Below Poverty Level	43.1%	13.1%
Unemployment Rate	8.7%	4.9%
Sources: 2018:ACS 1-Year Estimates Selected Population Profiles; US Dept. of Labor Statistic, April 2019		

INSTITUTIONAL OVERVIEW

The University of Puerto Rico at Carolina (UPRC) is a campus of the University of Puerto Rico (UPR) System, the public state-supported university system in PR, founded in 1903 and consisting of 11 campuses around the Island. The top decision making body is a 14-member

[1] US Census Bureau population 2019 estimates

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Board of Trustees composed of two elected students, two elected faculty members, eight citizens from the community appointed by the Governor, and two ex officio members (PR Secretary of Education and a representative of the Financial Advisory Authority and Fiscal Agency, created as part of the government debt restructuring and economic development process mandated by the Puerto Rico Oversight, Management, and Economic Stability Act enacted by the US Congress in 2016). The President is the Chief Executive Officer of the UPR System and is appointed by the Board of Trustees for an indefinite term. He heads the 11-campus System and a Chancellor leads each campus. An institutional commitment to low tuition has allowed the UPR to remain a viable option for students of low financial means, particularly in light of the island's recent severe economic recession.

UPRC initially started as a regional college of the UPR System in 1973, serving as a community college. In 1999, the institution was granted administrative autonomy and began its transformation from a two-year community college to a four-year baccalaureate degree-granting institution. UPRC currently serves 3,014 students at the undergraduate level in traditional and non-traditional modalities. It has a traditional organizational structure of a Chancellor who reports to the President, and supported by Deans of Academic, Students, and Administration Affairs. UPRC provides its Hispanic, low-income population access to higher education.

UPRC's Institutional Profile	
Mission	"UPRC provides a student-centered education that promotes integrity, ethics, and academic excellence with a curricular offering that integrates general and specialized education. Through their programs of study, students develop discipline-specific knowledge as well as analytical, critical, and investigative thinking skills, effective communication capabilities, respect for diversity, and appreciation for their cultural heritage. UPRC strives to form professionals with a reflective and creative capacity**,** a desire for innovation and continuous learning, a regard for aesthetic values, an appreciation for the merits of teamwork, and a high sense of responsibility and social commitment. As a center of higher education, the university contributes to the analysis and formulation of solutions to local and international problems within an integral,

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

	transdisciplinary perspective committed to the development of a culture of peace."
Accreditations	Middle States Commission on Higher Education (MSCHE) and Puerto Rico Council of Education (PRCE) (licensing board of higher education in PR); **Professional accreditations:** School of Hotel and Restaurant Admin., (ACPHA- Accreditation Commission for Programs in Hospitality Administration); Learning Resource Center (ACRL- Association of College and Research Libraries); Office Systems and Business Administration (ACBSP- Accreditation Council for Business Schools and Programs); Counseling and Psychological Services (IACS – International Accreditation of Counseling Services)
Academic Programs	**Baccalaureate degrees:** Forensic Psychology; Law and Society; Occupational Education; Technology Education; Finance; Management; Interior Design; Graphic Arts; Commercial Advertising Technology; Hotel and Restaurant Administration; Office Systems; Tourist Culture. **Associate degrees:** Interior Design; Hotel Administration; Automotive Technology; Instrumentation and Control Systems Engineering Technology. **Transfer programs:** Education, Humanities, Natural Sciences.
Unique Feature	UPRC's **quarter system** divides the academic year into 3 consecutive instructional periods, which allows students to obtain an associate degree or complete transfer requirements in 16 months (1.3 years) rather than in 2 years (needed in a semester system). Students enrolled in bachelor degree programs can graduate in 36 months (3 years) rather than in 4 years.

Student Profile (Fall 2019)		**Faculty Profile (Fall 2019)**	
Total Enrollment	3,014	Total Faculty	186
Full-time/Part-time	74%/26%	Full-time/Part-time	53%/47%
Hispanics	100%	Faculty to Student Ratio	22:1
Male/Female	39%/61%	Hispanic Faculty	99%
Pell Grant Eligible	74%	Male/Female (FT)	57%/43%
Average Age	21	Masters Degree (FT)	49%
		Doctorate Degree (FT)	49%
		Bachelors Degree (FT)	2%

Source: Institutional Data provided by UPRC's Planning and Institutional Res. Office. ***FT = Full time***

Faculty: UPRC's faculty is composed of professors from diverse backgrounds and expertise. Full-time faculty provides solidity and academic depth to our academic programs, while part-time faculty, experts in their professional fields, contribute their specific knowledge to the preparation of our students.

Students: UPRC's recruitment efforts have focused on attracting underprepared Hispanic students from socially and economically needy backgrounds, who usually are first generation

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

college students. The unique quarter system is an attractive feature in recruitment and allows students to complete their academic goals in a shorter period enabling them to transfer, continue studies, graduate and/or seek employment sooner than in the traditional semester. The student body comprises traditional and non-traditional students, with 78.7% of the student body enrolled in baccalaureate degree programs, 8.5% in associate degree programs, and 8.6% in transfer programs. Students enrolled in professional development courses account for the remaining 4.2%.

For UPRC students, geographic conditions, and home and community environment, currently present barriers to successful completion of their degrees. UPRC's service area, the island's northeastern region, has a combined population of over 462,000 inhabitants. Socioeconomic indicators show the area to be among the poorest in the nation, with 70% of the population living below the poverty level. Only 45% of the adult population 25 years and over holds a Bachelor's degree, leaving 55% of the residents as potential first-generation college students. Unemployment rate in Puerto Rico is 8.7%[2]. This economic situation continues to worsen due to the current recession that the economy of Puerto Rico is experiencing and the infliction of two major Hurricanes (Irma and Maria) in September 2017, as well as the recent (2019-2020) earthquakes and tremors. After hurricanes Irma and Maria, Puerto Rico had no electricity, water, telecommunications or transportation systems. The scale of Maria's destruction has been devastating. The official figures of the Puerto Rico's government Planning Board on the negative impact of these cyclones on the Puerto Rican economy is estimated at $42,318 million, a crippling toll for the island that was already billions of dollars in debt. In December 2019 and into 2020, a series of more than 2,000 earthquakes have worsened the already fragile economy

[2] US Dept. of Labor Statistics, April 2019

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

with reported losses of approximate $160 million. Now more than ever, higher education institutions need to strengthen in order to create new opportunities for the citizens that despite all circumstances decided to remain in Puerto Rico. After these atmospheric events, the needs of our student population, more than ever, are many and influence enrollment, retention, and graduation rates at UPRC. A number of observed problems which have emerged into public and institutional attention include, but are not limited to: above average dropout rates, low graduation rates, low standardized tests scores, low Advanced Placement passing rates, and high need for financial aid. PR lags significantly behind the nation, both educationally and economically, and shows significant postsecondary education needs. This grant will enable UPRC to enhance its academic offerings, instructional facilities, faculty and program quality, as well as institutional stability in benefit of our low-income Hispanic students.

I. COMPREHENSIVE DEVELOPMENT PLAN (CDP)

DESCRIPTION OF ANALYSIS PROCESSES AND MAJOR INSTITUTIONAL CONSTITUENCIES INVOLVEMENT IN THE IDENTIFICATION OF INSTITUTIONAL STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS

UPRC assumed an institution-wide rigorous strategic and planning process that included all constituents, internal and external: Academic Senate; faculty; Administrative Board; the Institutional Accreditation, Assessment, Planning, and Budget Committee (Spanish Acronym: CIAAP); staff, students; and external community. The CIAAP undertakes an ongoing examination of planning, resource allocation and institutional renewal processes to secure the continuity of the quality and sustainability of institutional planning processes.

The analyses were characterized by an open and collaborative dialogue and review of documents prepared by the university's constituents, which included UPRC'S Strategic Plan (2018-2021), the 2016 Middle States Commission on Higher Education (MSCHE) Self-Study

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Report (developed by committees that included all UPRC's constituents), and the 2018 MSCHE Supplemental Information Report Update. UPRC's Self-Study Report describes institutional strengths and weaknesses and provides insight into the University's progress towards meeting goals and developing strategies to address present and future challenges.

The UPR's Systemic Strategic Plan (2017-2021) was also examined. It is a guide for planning efforts in each of the UPR's campuses and defines the areas of institutional challenges and opportunities that will be the focus of development and evaluation. These areas of emphasis for planning and development are: Educational Environment; Research and Invention; Technology; and Sustainable Management. It also states three Emblematic Pillars: Student Innovation; Institutional Transformation; and Student Success.

These documents and specific direct consultations and surveys with faculty, students, and staff, were used to identify UPRC's strengths, weaknesses, and problems in the areas of Academic Programs, Institutional Management, and Fiscal Stability.

The Title V Proposal Committee, chaired by Dr. Kattia Walters Pacheco, included: UPRC's Chancellor, Dean of Academic Affairs, Dean of Administration, the Library Director, the Information Technology Office Director, the Design Department Coordinator, two faculty members, and a student.

There was consensus among the constituents in identifying the critical areas that needed utmost attention to be resolved. For example, the Academic Dean was particularly concerned with the lack of appropriate faculty training and with a library in need to complete the renovation that started after hurricane Maria. The Information Technology Office Director was worried about the outdated technology infrastructure and the faculty emphasized the need for more complementary facilities (learning and teaching support), more technology-based resources, and

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

suggested a training component together with training facilities. Students agreed with these assessments, especially regarding the infrastructure, but also pointed out the need for financial awareness. The external community felt that it was critical for the institution to expose students to more and varied technology and opportunities, not just the use of pre-digested knowledge.

Summary of Data Elements/Resources Used in the Analysis of Institutional Strengths, Weaknesses and Significant Problems	
Internal	**External**
▪ Analysis of student demographics ▪ Student and faculty satisfaction surveys ▪ Enrollment trends and projections ▪ Review of UPRC's practices, procedures, and systems ▪ Professor/Course evaluations ▪ Curriculum review/revision reports ▪ Reports from institutional advisory committees ▪ UPR and UPRC's Strategic Plans	▪ Demographics of Puerto Rico and the US ▪ Economic climate and trends ▪ Academic and social trends ▪ Labor statistics and industry needs ▪ Review of successful programs at Hispanic Serving Institutions ▪ MSCHE* and PRCE¥ report feedback on areas of strength and concern
***MSCHE:** *Middle States Commission on Higher Education;* **¥PRCE**: *Puerto Rico Council of Education*	

INSTITUTIONAL STRENGTHS AND WEAKNESSES

UPRC must develop strategies to create an optimal academic environment that will provide their disadvantaged Hispanic students the skills and competencies necessary for success during their university years and their future professional careers. The institution must solve its problems and weaknesses as it pursues the enhancement of student learning and performance.

Strengths - Academic Programs	Weaknesses - Academic Programs
a) ***All academic programs accredited*** *by MSCHE* and licensed by the PRCE. Programs accredited by professional organizations: ACPHA- Accreditation Commission for Programs in Hospitality Administration; ACRL- Association of College and Research Libraries; ACBSP- Accreditation Council for Business Schools and Programs; IACS – International Accreditation of Counseling Services b) ***Highly qualified Faculty***. Faculty members are highly qualified professionals that contribute to the attainment of institutional goals and objectives.	***a) Limited ability to train faculty in instructional technology***. Budget constraints severely limit the funds available to have a Faculty Training Center and to train faculty in order to strengthen academic offerings and student performance. ***b) Outdated technology equipment for students and faculty***. Budget limitations do not allow for students and faculty to have updated technologies for the

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

c) ***Curriculum responsive to the needs of the community***. The institution offers unique academic programs that allow students to enter fields that respond to student s' interest and society's need. UPRC offers the only bachelor degrees in Criminal Justice and Forensic Science within the UPR system and the only undergraduate Forensic Psychology and program in PR. UPRC also has a strong Hotel & Restaurant Administration program with concentrations in Hotel Operations and Food & Beverage Management. **d)** ***Community outreach***. UPRC extends its services to the surrounding community through the Division of Continuing Education. The latter provides a variety of short courses, professional certificate programs and courses in extended schedules that respond to the needs and interests of its adjacent community. **e)** ***Remodeled chemistry, biology and forensic science labs*** at UPRC improve STEM education and are available for student and faculty research.	teaching/learning process and for research. ***c) Limited knowledge of faculty in the incorporation learning communities in the curricula***. Budget constraints severely limit the funds available to train faculty in new teaching strategies that respond to students' needs. ***d) Limited ability to provide financial literacy to students***. The majority of students are financially inexperienced and UPRC has not been able to provide much needed financial knowledge.
Strengths - Institutional Management	***Weaknesses – Institutional Management***
f) ***Campus-wide commitment to mission, values, and outcomes*****.** UPRC is committed to excellence with a pluralistic vision and a multidisciplinary approach that infuses hiring, course development/review, and planning in missions shared by their constituents. ***g) An institutional climate supportive of wide participation in administration and planning, with responsive management.*** UPRC pursues ongoing institutional planning and assessment with participation of their major constituencies to guide the planning, evaluation, budgeting, and development processes. ***h) Solid Strategic Planning.*** Participation is wide with commitment to implementing plans that are reviewed and updated in an ongoing basis to new trends in education, annual budget allocations, and the employment market needs. They provide the framework that guides the assessment and development processes at all levels.	***e) Inadequate technological infrastructure to support delivery of instruction.*** Inadequate technological infrastructure prevents the institution from expanding program offerings beyond traditional campus-based delivery methods and providing better services**.** ***f) Insufficient physical learning spaces designed to promote active, collaborative and independent learning***. Part of the Learning Commons at the Library was completed, but severe budget reductions limits UPRC from completing it.
Strengths - Fiscal Stability	***Weaknesses - Fiscal Stability***
i) ***Robust fiscal management practices*** that support continual financial analysis and assessment that are accurate and on time. Annual audits yield no findings. ***j) Balanced budget with mechanisms for wide-based input.*** Mechanisms for budgetary management	***g) Budget is allotted primarily to personnel salary and fringe benefits*** leaving no funds available for major renovation or construction projects to update instructional facilities.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

are efficient, with effective internal and external auditing procedures**.** ***k) Commitment to actively pursue external resources*** and donations in an increasingly competitive environment.	***h) The P.R. Government fiscal situation has made budget constraints that have affected the fiscal stability of the UPR.*** Budget constraints hinder the advancement of academic plans, institutional renewal, and capital improvements.

SIGNIFICANT PROBLEMS

After a comprehensive and thorough analysis, UPRC identified several significant problems that are a combination of the institution's weaknesses in each of the following areas: academic programs, institutional management, and fiscal stability. These problems are the most urgent that need to be addressed for the institution to move toward excellence in its programs and services during the next five years and that if not resolved, can have an adverse effect in its development. The following analysis provides details on **six** major institutional problems:

A. Academic Programs:

Problem #1: Inadequate faculty training and support in technology integration compromises academic excellence. (*Related weaknesses: a, b).* Many of our faculty members are not trained in technology integration in the classroom, including social media and communication technologies, and/or in creating hybrid or online courses. These and other newer technologies can enhance the academic skills of students, engage them in areas of interest, and reinvigorate teaching. In a recent survey, students identified a *Low use of computer and information technologies on a daily basis for courses and academic program-related activities* (>67.4%) as a problematic area.

Information/communication technologies continue to evolve, and online education continues its rapid rise within institutions of higher learning. A growing body of evidence also indicates that blended and online teaching benefits student learning and achievement (Graham, C.R., 2014; Means et al, 2009; Davis & Rose, 2007). Moreover, shifting demographics within the

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

institution's student population strongly indicate the need to expand instructional delivery methods to include an online option. At UPRC, about 36% of the 2019 freshmen students either work or are looking for jobs. And yet, despite the obvious need for flexible access to courses to better serve all students, the majority of our faculty, although eager to expand offerings in distance education, does not have the necessary skills in current instructional strategies, modalities, and tools. Unfortunately, UPRC can only provide very limited professional development opportunities to its faculty due to severe and increasing budget constraints.

Problem #2: Inexistent faculty training in developing learning communities. (*Related weaknesses: b, c).* The majority of the faculty, while highly experienced in their academic specializations, do not master the instructional strategies, tools, and technologies to develop an effective learning communities approach to learning. This educational approach has proven to be particularly promising for expanding educational success, especially with millennial students. The vast majority of UPRC's freshman students are millennials.

However, the situation is unlikely to improve without a professional development program and the infrastructure that can provide the time and resources for faculty to work collaboratively and teach the same concept to their students. Incorporating the skills for building learning communities into the curriculum will intensify the learning experience for our Hispanic, low-income students.

UPRC is currently unable to proactively handle faculty-training needs (**Problems 1 and 2**). A Faculty Training Center is non-existent and the institution is not providing training in innovative teaching-learning methods. This situation can hinder students from acquiring the skills and experiences required to pursue graduate studies and to qualify and/or compete successfully with graduates from other institutions when searching for jobs.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Problem #3: Students' inexistent personal financial knowledge (Priority 2). **(*Related weakness: d)*** Students enter the university without any personal financial education. Inexperience with monetary issues can create financial pressures, which can negatively affect students' academic performance. Area high schools do not offer financial literacy education to prepare students for their college life. Over 65% of our students are single parents or head of households with many financial responsibilities. Data from 2018 shows that the majority of our students do not have the necessary skills to manage their finances. They do not know about budgeting, saving, and managing debt, which are essential skills not only for a college student, but an essential life skill. Course repetitions are not only frustrating, but also costly, adding to the financial debt pressures. Sadly, the current trend for undergraduate students is an increase in debt and an increase in student loan default rates, which has led to students transferring out of more demanding programs of study, or even dropping out of college altogether. At UPRC, retention rates have gone from 83.5% to 80.4% in the last five years, and graduation rates from 46% to 42% in the last three years. The economic situation of many of our students changed dramatically after the passing of the major Hurricanes Irma and Maria in 2017, when many of them became homeless and without work. Although the situation has improved, the recovery is still slow. Now more than ever, our students need to better handle their finances both, at home and school. Developing personal financial literacy and knowledge of higher education financing and repayment will assist our students in building their personal financial understanding and responsibility. Therefore, it is of utmost importance for UPRC to offer financial literacy education as an essential component in the students' educational experience.

B. <u>Institutional Management:</u>

Problem #4: Critical need for improved technological infrastructure. (*Related weaknesses:*

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

***b, e*).** Due to financial limitations, there are not enough resources to acquire updated technology infrastructure. The institution's inadequate technology infrastructure not only hampers its ability to integrate technology into the teaching/learning process, services, and research activities, but also in expanding program offerings through distance education at a time when both, internal and external forces, point to the dire need to reach non-traditional students and diversify curricular options. According to UPRC's Information Systems Office, primary deficiencies that need immediate attention revolve around a substandard technological infrastructure and outdated computer equipment. The institution's network infrastructure must be updated, especially in the library, to allow faculty to fully integrate technology in the teaching-learning process.

The rate at which technology changes surpasses the capacity of the institution to provide its millennial students with up-to-date technology. Technological innovations in the industry mandate concomitant changes in the curriculum and the acquisition of modern state-of-the-art infrastructure and equipment, which the institution is currently unable to supply.

Problem #5: Fiscal and physical constraints limit the library's development. (*Related weakness: f*). In an information technology society, computer and information literacy, as well as access to library resources, are extremely important for overall student development. Current seating at the library is available for less than 10% of the student population, a number far below the American Library Association standards.

The library urgently needs to keep up with the current trends by converting the old library concept into a learning commons, which has been proved to be a better fit for millennial students, who often work in groups, use technology, and combine their academic and social lives. Improving the configuration of areas and services can assist in enhancing the learning

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

experience. However, the complete remodeling of the current physical facilities is currently beyond the institution's fiscal means.

C. Fiscal Stability:

Problem #6: Inadequate fiscal resources prevent UPRC from making needed improvements in all areas. (*Related weaknesses: b, e, f, g, h*). Puerto Rico is facing, as many states are, a significant loss of tax revenues, which in turn force hard decisions concerning cutbacks in funding. There is uncertainty as to the level of support the institution will actually receive year to year from the government's legislature, which hinders effective institutional planning and management and an obstacle to long-term development plans. The increasing budget cuts (during the last 5 years UPRC has had major budget cuts of $5.5 million) and the general dismal economic situation are circumstances that limit the institution's capacity to provide its students with improved teaching-learning facilities and resources and to finance major infrastructure initiatives. Therefore, the institution is being called upon to do more with less, negatively impacting all areas. As a result, UPRC has been unable to enhance its infrastructure and instructional facilities and resources or to provide its faculty with much needed professional development and it is currently struggling with how to best serve its disadvantaged, low-income, Hispanic students.

Proposed Solutions to Academic, Institutional Management, and Fiscal Problems	
- Provide professional development to faculty in distance education and integration of learning communities and new technology in the teaching/learning process – to increase the number of faculty: certified in distance education (and increase the number of online courses) and integrating technology and learning communities in their courses.	- Complete the library renovation into a Learning Commons – to provide an optimal space with the appropriate resources, equipment, and services to improve student learning and that also includes a Faculty Training Center. - Offer workshops and one-on-one peer mentoring to students – to empower and help them to know how to achieve financial stability. - Improve the technology infrastructure and equipment – to provide state-of-the-art access to digital information.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

INSTITUTIONAL GOALS AND FIVE-YEAR MEASURABLE OBJECTIVES

The institutional goals and five-year measurable objectives listed in the table below are the result of UPRC's comprehensive planning process and are included in our Institutional Strategic Plan. Only those institutional goals that are addressed in this proposal are listed here and have been categorized within the areas of Academic Programs, Institutional Management, and Fiscal Stability. Their achievement will contribute significantly to UPRC's growth and self-sufficiency.

Academic Programs (AP)	
INSTITUTIONAL GOALS	**MEASURABLE OBJECTIVES**
#1-Provide a faculty training program that addresses Learning Communities in their courses.	• By 2025, increase by 50 the number of faculty integrating learning communities in the teaching/learning process.
#2-Develop a comprehensive faculty training program that addresses the instructional use of innovative technology and distance education.	• By 2025, increase by 50 the number of faculty integrating new technology in the teaching/learning process. • By 2025, increase by 30 the number of faculty certified in distance education.
#3-Expand and improve academic offerings by increasing the number of online courses.	• By 2025, increase to 15 the number of online courses available.
#4- Provide student services in financial advising.	• By 2025, offer at least 4 workshops/year through the finance education program Student Money Solutions. • By 2025, increase to 350 the number of students serviced by Student Money Solutions.
Institutional Management (IM)	
INSTITUTIONAL GOALS	**MEASURABLE OBJECTIVES**
#5-Transform the library's role from a provider of information to a facilitator of learning and collaboration by creating a fully operational Learning Commons that includes a Faculty Training Center.	• By 2025, have a fully operational Learning Commons and Faculty Training Center.
#6-Upgrade the institution's technology and infrastructure to support new network resources and increase dependability and speed of the existing ones.	• By 2025, install necessary technology infrastructure and equipment to support technology integration, distance learning and research.
Fiscal Stability (FS)	
INSTITUTIONAL GOALS	**MEASURABLE OBJECTIVES**
#7-Increase the cost-effectiveness of programs and services provided	• By 2025, increase to 15 the number of online courses available.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

through the effective use and integration of technology and online courses in the teaching-learning process.	• By 2025, increase UPRC's technology infrastructure and equipment to support technology integration and distance learning. • By 2025, have a fully operational Learning Commons and Faculty Training Center.

INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

The proposed Project requires assistance with the Learning Commons' construction and initial start-up support, but will be self-sustaining once it is in place. UPRC carefully developed a plan to ensure that practices and improvements resulting from the implementation of the Project Activity components will be institutionalized at the conclusion of the grant period. For example, this project relies mainly on regular internal faculty/staff members (not contracts) who will be released from their regular duties to devote part of their time to this project to ensure effective and efficient continuation after 2025. The specifics of the project's institutionalization follow.

Faculty training activities are a priority in the institutionalization plan. Faculty will gain expertise with which to continue practices and improvements developed through this project. UPRC will institutionalize the **Faculty Development Coordinator**, who will respond to the Academic Dean (post-grant) and will be responsible for coordinating all faculty development activities established through this grant and thereafter. He/she will be released of 50% of his/her time. Institutionalization costs also include a **Student Money Solutions Mentor**, which will be one of UPRC's tenured Finance professors who will receive a stipend of 6,126 per year for his/her time to continue the program. The newly hired librarian will also continue full time post-grant period to continue offering services in the new Learning Commons.

The **Learning Commons'** ongoing maintenance costs will be budgeted as part of the institution's normal budgeting processes. On year 3 of the grant, UPRC will start purchasing the **furnishings and equipment** for the first floor of the Learning Commons (approx. $100,000) and

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

on years 4 and 5 (aprox. $234,000) for the second floor. **Technological infrastructure and equipment** will be added to UPRC's inventory and all on-going license, upgrades and maintenance fees will be incorporated into the institution's Technology Plan. Ongoing annual costs are projected at 10% of purchase price, for an estimated total of $32,594. Costs for enhanced technological infrastructure will be paid from the Information Systems Office's budget, as well as from UPRC's special technology fund.

Institutionalization Plan: Direct Costs to be Assumed by UPRC				
Personnel	**Year 3**	**Year 4**	**Year 5**	**Post Grant per year**
Student Money Solutions Mentor				$6,126
Faculty Development Coord. (50%)				36,390
Librarian (100%)				45,720
Fringe Benefits (35%)				34,800
Personnel Institutionalization Costs				**$119,119**
Furnishings and supplies for the Learning Commons	100,000	234,000		334,000 (once)
Equipment Maintenance/Upgrades and Integrated Technology Costs				32,594
Total Institutionalization Costs				**$485,713**

FIVE-YEAR PLAN FOR IMPROVING SERVICES TO HISPANIC AND LOW-INCOME STUDENTS

UPR-Carolina has a long-standing commitment to the success of low-income Hispanic students. Since **100% of our students are Hispanic and the majority (74%) are from low-income families,** all goals and objectives in this CDP are intended to provide better services to Hispanic and low-income students. UPRC's administration, faculty and staff are fully committed in improving the academic achievement and general performance of its Hispanic students. They seek to create an environment that is supportive of a strong academic culture and that will serve to increase students' self-sufficiency, performance, workforce competitiveness, successful placement in jobs, and/or entry into graduate studies. This commitment shows through continuous and concerted efforts to increase persistence, retention and timely graduation rates through institutional policies, student support services, and initiatives to enhance student

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

learning/opportunities for success. The following table lists the goals developed to further assist Hispanic and other low-income students:

5-Year Plan for Improving Services to Hispanic and Low Income Students		
Outreach to Area Schools, Families, Neighborhoods	**Timeframe**	**Responsible Parties**
• Strengthen open house activities designed for junior and senior students in public and private schools, especially in the northeastern part of PR to familiarize them with the academic programs and services offered by UPRC.	2020-2025	Dean of Student Affairs, Admissions Office
• Continue the summer immersion program and student services for students in neighboring high schools.	2020-2025	Academic Dean
• Strengthen efforts to recruit Hispanic (100% of our communities) and low-income students and expand scholarship offerings for such students.	2020-2025	Dean of Student Aff., Adm. Office
Access to Academic Programs and Services		
• Familiarize students with services, academic offerings and employment opportunities in their fields of study.	2020-2025	Counseling Dept., Dean of Stud. Aff.
• Strengthen student support services related to academics, extracurricular activities and counseling.	2020-2025	Acad. Dean, Dean of Stud. Affairs
• Include, within curriculum, practical experiences that provide students with knowledge, skills, and attitudes needed to pursue graduate studies.	2010-2015	Academic Dean, Department Chairs
• Foster the development of academic programs and modalities geared to non-traditional students, the community and alumni.	2020-2025	Academic Dean, Cont. Educ. Office
• Continue and further develop, internships and practical experiences with employers that will provide students with the knowledge, skills, and attitudes needed to pursue a job within their field of studies.	2020-2025	Academic Dean, Department Chairs
• Establish collaborative agreements with other UPR campuses and higher education institutions in PR. and abroad for students' exchanges and/or graduate studies.	2020-2025	Academic Dean, Dean of Stud. Affairs
• Ensure that UPRC's educational facilities and infrastructure provide an inclusive and optimal learning environment that contributes to the learning experience.	2020-2025	Academic Dean, Dean of Admin. Affairs
Faculty and Staff Capacity		
• Train faculty in new teaching methods and assessment strategies to improve students' academic achievement.	2020-2025	Academic Dean, Assessm. Office
• Train faculty in new technological resources for classroom use and online course creation that enhance the learning experience.	2020-2025	Academic Dean
• Encourage student participation in faculty research activities and projects.	2020-2025	Academic Dean

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

II. PROJECT DESIGN

The proposed Activity addresses UPRC's most urgent problems that are obstacles to meeting the goals and objectives discussed in the CDP and is based in the proposed solutions to the Academic, Institutional Management and Fiscal problems. This information, together with UPRC's strategic plan was used to develop the project's design and logic model.

UPRC will use on-going, systematic evaluations to assess the effectiveness of the proposed activity as stated in the evaluation plan. All decisions on the proposed strategies are evidence-based and address student, faculty and institutional most urgent needs. Implementing this activity and successfully meeting its objectives will allow UPRC to achieve the major institutional goals set forth in its academic programs, institutional management and fiscal stability areas.

The shift in learning patterns of the current generation is motivating changes in how and where we teach. Today's students communicate and interconnect with each other at all times through technology, and multi-task to manage their constant exposure to information. Libraries are expected to accommodate the demands and learning behaviors of these millennial learners (Karasic, 2016; Lee & Schottenfeld, 2014).

The library needs to transform the quiet reading rooms into places for open discussions and collaborations and the enormous amounts of bookshelves to computers to access information and resources, while still preserving some of its original configuration. It also needs to include socialization spaces with a redefinition of services offered in the library into what it is known as a Learning Commons. How a Learning Commons is organized varies depending on the institution and its needs. However, it usually integrates the traditional library services with additional learning support services such as enhanced integrated technology, tutorial services and

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

modular furniture in collaborative workspaces that promote interaction and collaboration, making the learning commons, learner-centered (Beagle, 2011; Weiner & Weiner, 2010)

Beagle's research (2011) emphasizes the positive impact of the Learning Commons upon students' learning and the importance of providing social spaces. He provides concrete evidence that students use and benefit from this aspect of the commons design. Weiner and Weiner (2010) also highlight that the popularity and use of Learning Commons by students wherever they are implemented provides support for its importance. Institutions where the commons has been implemented include Yale University and Johns Hopkins University and also institutions in Europe, the United Kingdom, the Pacific Rim (Beagle, 2011) and Puerto Rico.

Bennett (in Karasic, 2016) discusses how design can foster "intentional learning," or the cognitive processes that lead to specific learning outcomes (2011, pp. 766-767). Learning-centric commons also promote e-literacy skills that satisfy the learning behaviors of millennials, including their high reliance on technology and group collaboration (Lippincott, 2012 in Karasic, 2016).

The design and planning of the Learning Commons at UPRC was produced following the experiences and findings in the researched literature, site visits to the UPR's Medical Sciences Learning Commons and consultations with an architect, library personnel, and library users. The new Learning Commons will align the library with UPRC's strategic goals. However, an institution should not only have improved physical spaces to stimulate learning, it must also provide enhanced technology and curricula that respond to the learners' needs in the new century.

Digital literacy skills are important and useful in all areas of life and are of great importance to employers today. Therefore, the current trend among higher education institutions is to

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

provide more professional development and support to faculty to improve their courses by incorporating current digital technologies. These technologies are widely used by students in informal ways at home and with their friends, regularly using mobile phones, Google, and social networking, etc., but they usually do not know how these technologies can be used in an academic or professional setting, or know how to use digital tools to support their own learning (Onofrei, 2015).

According to Hall, Nix & Baker (2013) most students prefer to learn digital skills in the context of the subject they are studying. This creates a smoother, more motivational learning experience that suits the majority of the students. Cutajar (2019) explains that by using current digital technologies, the professor can actively motivate and facilitate students' understanding of the subject content. Connecting to students through the technologies that they know and prefer can also strengthen the teacher–student relationship, which is key to motivating students' engagement for learning. In addition, there is extensive literature indicating that the use of technology can tend to students' different learning styles, needs, and preferences. Furthermore, Onofrei's (2015) results "demonstrate that the students who use the new technologies for learning develop new learning styles and they can adapt their behavior so that they can cope with new situations".

Jenkins, Ito and Boyd (in Cutajar, 2019), also note the power of social media on all aspects of our lives and encourage educational institutions to engage digital technologies and learning communities in the teaching-learning process, as this practice can help advance learning through social connections and participatory practices. UPRC will offer a faculty development program to facilitate the incorporation of newer technologies and learning communities in their courses.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

UPRC also needs to provide its students with personal financial skills. Among the strategies we will use is offering peer mentoring. There is a significant body of research and evidence on the benefits of using peer mentors in higher education in roles such as one-on-one peer mentoring, as in we propose for this project. Peer mentors have better accessibility and are a less intimidating resource to other students than professional staff or faculty (Keup, 2016). They are important in providing support to students from disadvantaged groups and they can understand and meet the specific needs of other students (Townsend, et al., 2011).

Training is mentioned as a vital component for peer-mentoring programs, thereby differing from informal peer-to-peer interactions (Keup, 2016). Such an approach would complement student services by providing a valuable learning resource to all students that can not only help them avoid common financial traps but could help increase their persistence and graduation rates (Yomtov, et al., 2017).

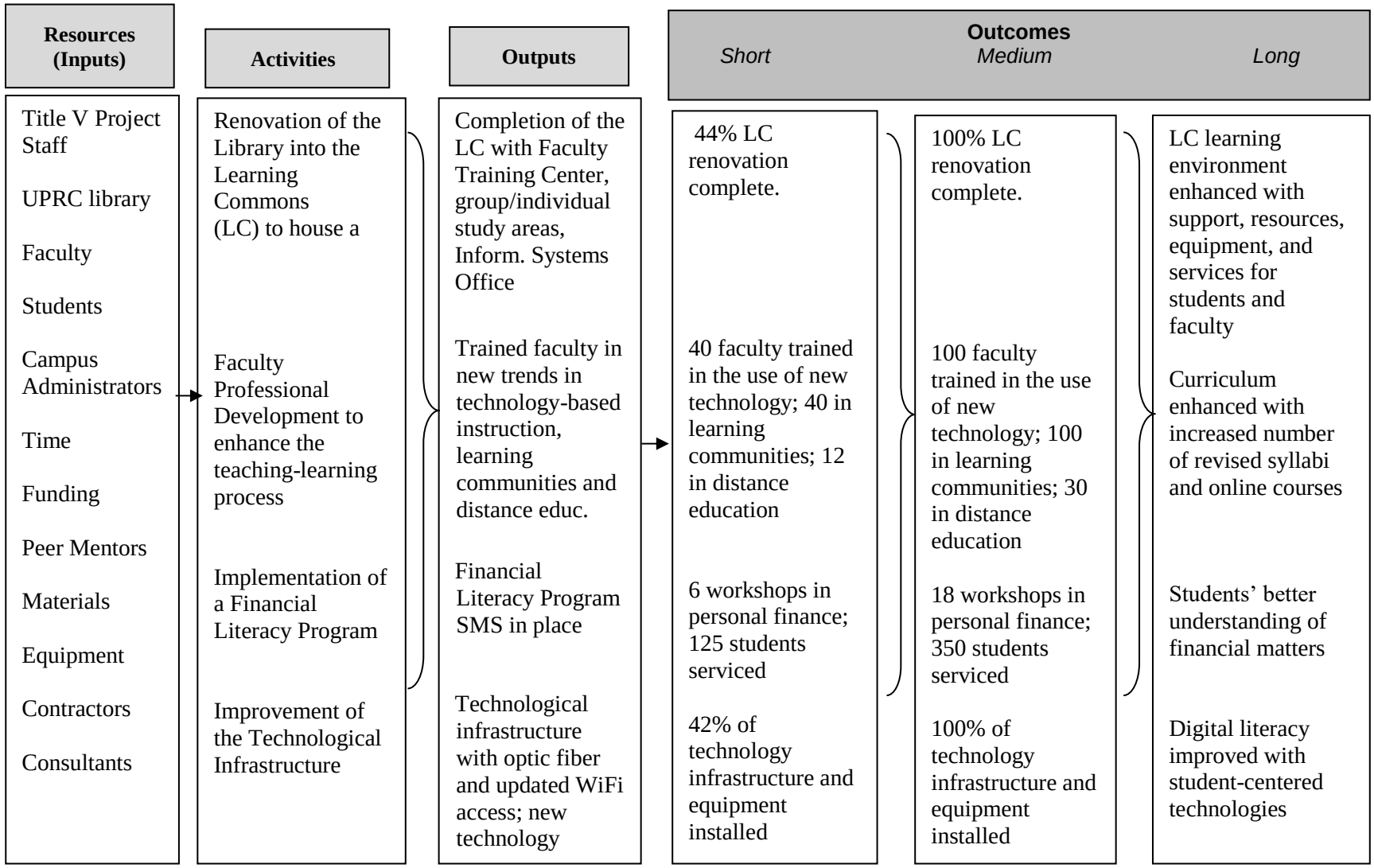
The literature also highlights other positive benefits for the mentees, including increased integration and connectedness to the university (Yomtov, et al., 2017) more timely and focused utilization of campus services (Sharkin, Plagement & Mangold, 2003), feelings of support and sense of belonging (Yomtov, et al.), and increased retention (Elliott, Beltman, & Lynch, 2011).

Peer mentors also benefit and invest their emotions (Beltman, et al., 2019) in the process. They have reported: development in their communication and leadership skills; applied learning; critical thinking, problem-solving, and higher-order thinking skills; interpersonal skills; and an awareness and appreciation of diversity (Beltman, et al.; Keup**,** 2016**).**

The Logic Model in the next page displays the key components of UPRC's project and describes the relationships among the resources (inputs) that the program has, the planned activities, and the outcomes (short, medium, and long goals) (W. K. Kellogg Foundation, 2017).

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

LOGIC MODEL


Resources (Inputs)
Activities
Outputs
Outcomes
Short
Medium
Long
Title V Project Staff
UPRC library
Faculty
Students
Campus Administrators
Time
Funding
Peer Mentors
Materials
Equipment
Contractors
Consultants
Renovation of the Library into the Learning Commons (LC) to house a
Faculty Professional Development to enhance the teaching-learning process
Implementation of a Financial Literacy Program
Improvement of the Technological Infrastructure
Completion of the LC with Faculty Training Center, group/individual study areas, Inform. Systems Office
Trained faculty in new trends in technology-based instruction, learning communities and distance educ.
Financial Literacy Program SMS in place
Technological infrastructure with optic fiber and updated WiFi access; new technology
44% LC renovation complete.
40 faculty trained in the use of new technology; 40 in learning communities; 12 in distance education
6 workshops in personal finance; 125 students serviced
42% of technology infrastructure and equipment installed
100% LC renovation complete.
100 faculty trained in the use of new technology; 100 in learning communities; 30 in distance education
18 workshops in personal finance; 350 students serviced
100% of technology infrastructure and equipment installed
LC learning environment enhanced with support, resources, equipment, and services for students and faculty
Curriculum enhanced with increased number of revised syllabi and online courses
Students' better understanding of financial matters
Digital literacy improved with student-centered technologies

III. Activity Objectives and Performance Indicators

The following annual Activity Objectives and corresponding Performance Indicators provide the benchmarks by which UPRC will measure its success toward accomplishing the intended outcomes of this Title V Project.

Activity Objectives (AO) and Performance Indicators

1. To have a fully operational Learning Commons (LC).
2. To improve the campus' technological infrastructure and equipment.
3. To increase the number of faculty integrating technology in the teaching/learning process
4. To increase the number of faculty integrating learning communities in the teaching/learning process
5. To increase the number of faculty certified in distance education.
6. To increase the number of online courses available.
7. To increase students' personal finance knowledge.

Baseline (Y0=0); Y1=2020-2021; Y2-2021-2022; Y3=2022 to 2023; Y4=2023-2024; Y5=2024-2025

AO	Performance Indicators	Years						
		Y0	Y1	Y2	Y3	Y4	Y5	Y1- Y5
1	100% of the library transformation into the LC completed	0	17%	27%	21%	23%	12%	100%
2	New technology infrastructure and equipment installed							
	Wireless infrastructure	0			100%			100%
	Optic fiber	0	100%					100%
	Computers for Learning Commons	0					120	120
	Laptops for Learning Commons	0			5			5
	Technology infrastructure completion in %	0	40%	2%	21%	0	27%	100%
3	At least 20 faculty **trained** per year in the use of new technologies as evidenced by attendance logs. They will express 85% satisfaction with the workshops through surveys. At least 10 faculty will **revise** and submit their course syllabus.							
	Faculty trained in in the use of new technologies	0	20	20	20	20	20	100
	Faculty who revised course syllabi	0	10	10	10	10	10	50
	Workshops offered	0	2	2	2	2	2	10

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Activity Objectives (AO) and Performance Indicators								
Baseline (Y0=0); Y1=2020-2021; Y2-2021-2022; Y3=2022 to 2023; Y4=2023-2024; Y5=2024-2025								
AO	**Performance Indicators**	**Years**						
		Y0	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y1- Y5**
4	At least 20 faculty **trained** per year in learning communities in the teaching/learning process as evidenced by attendance logs. They will express 85% satisfaction with the workshops through surveys. At least 10 faculty will **revise** and submit their course syllabus.							
	Faculty trained in incorporating learning communities	0	20	20	20	20	20	100
	Faculty who revised course syllabi	0	10	10	10	10	10	50
	Workshops offered	0	2	2	2	2	2	10
5	At least 6 faculty/year will attend workshops, express 85% satisfaction with the workshops, and are certified in distance learning as evidenced by attendance logs, satisfaction surveys and certifications.							
	Faculty certified in distance education	0	6	6	6	6	6	30
	Workshops offered	0	1	1	1	1	1	5
6	At least 3 new online courses/year will be created as evidenced by their online presence.	0	3	3	3	3	3	15
7	Offer one-on-one mentoring and workshops in personal finance through the finance education program Student Money Solutions (SMS) to students as evidenced by flyers and attendance logs. Students express 85% satisfaction with the workshops and mentorships.							
	Workshops offered	0	2	4	4	4	4	18
	Students serviced	0	50	75	75	75	75	350

RELATIONSHIP OF ACTIVITY OBJECTIVES TO PROBLEMS, WEAKNESSES AND INSTITUTIONAL GOALS OF THE COMPREHENSIVE DEVELOPMENT PLAN

The Activity Objectives were designed specifically to meet institutional goals and proactively address and resolve the key problems and weaknesses identified in the CDP, as is shown in the following table.

Problem	Institutional Goals	5-Year Act. Obj.
Academic Programs: **#1:** Inadequate faculty training and support in technology integration compromises academic excellence ***(Related weaknesses: a, b)***	**AP#2**-Develop a comprehensive faculty training program that addresses the instructional use of innovative technology and distance education. **AP#3**-Expand and improve academic offerings by increasing the number of online courses. **IM#6**-Upgrade the institution's technology and infrastructure to support new network resources and increase dependability and speed of the existing ones.	2, 3, 5, 6
#2: Inexistent faculty training in developing learning communities ***(Weaknesses: b, c)***	**AP#1**-Provide a faculty training program that addresses Learning Communities in their courses. **IM#5**- Transform the library's role from a provider of information to a facilitator of learning and collaboration by creating a fully operational Learning Commons**.**	1, 4
#3: Students enter the university without financial literacy or financial education. ***(Weakness: d)***	**AP#4-** Provide student services in financial advising.	7
Institutional Management: **#4:** Critical need for improved technological infrastructure ***(Weaknesses: b, e)***	**IM#6**-Upgrade the institution's technology and infrastructure to support new network resources and increase dependability and speed of the existing ones.	2
#5: Fiscal and physical constraints limit the library's development. ***(Weakness: f)***	**IM#5**-Transform the library's role from a provider of information to a facilitator of learning and collaboration by creating a fully operational Learning Commons	1, 2
Fiscal Stability: **#6:** Inadequate fiscal resources prevent UPRC from making needed improvements in all areas**.**	**AP#3**-Expand and improve academic offerings by increasing the number of online courses. **IM#5**-Transform the library's role from a provider of information to a facilitator of learning and collaboration by creating a fully operational	1, 2, 3, 5, 6

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

(Weaknesses: b, e, f, g, h)	Learning Commons **FS#7**-Increase the cost-effectiveness of programs and services provided through the effective use and integration of technology in the teaching-learning process	

IV. IMPLEMENTATION STRATEGY

This Title V project was designed as a comprehensive activity that comprises four distinct, yet interrelated components that will have a synergistic impact in UPRC's Hispanic, low-income students. The components address the identified institutional problems and weaknesses and together, will provide UPRC's faculty and students with the urgently needed resources, structure, knowledge, and skills. These components are:

1. Development of a Learning Commons - This component includes the completion of the Library renovation to create a Learning Commons in the first and second floors of the library. The first floor suffered damages from hurricane Maria in 2017 and part of it was renovated with insurance money. However, the rest of the library urgently needs to be modernized to offer better services to UPRC's community. The renovation costs included in this project include: A) First floor – a Tutoring Center, group study areas, the University Plaza (recreational area), computer labs, the reception/control center, and an area for mobile storage systems. B) The second floor includes a reception/service area, open computer labs, the Faculty Training Center (with computers), group and individual study/reading areas, and multimedia rooms. The library renovation will also include moving the Information Systems Office with all of its services and servers from their current different locations around the campus to the second floor to better assist UPRC's community with a one-stop, centralized service area (Sketches in Budget Narrative). Components **#2** and #**4** will specifically take advantage of the renovated spaces for their workshops, trainings and mentorships.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

2. Enhancement of faculty's skills through a faculty development program. This component includes workshops for faculty offered by experts in each field from Y1 to Y5 as follows: two workshops each per academic year in the incorporation of: a) technology and b) learning communities in the curriculum; and one cycle of 12 workshops each year in online course development and online teaching. For online course development we propose internal faculty training, which will include training on using the course management software and online course development and teaching, and for the other workshops, we will be contracting experts in each of the areas.

Faculty participating in the trainings and delivering the required outcomes will receive an award for their work. This strategy has been used with other grants at UPRC and has proved successful. After completion of the workshops, faculty taking the technology and/or learning communities workshops will be required to submit their revised syllabus to receive half of the award with the other half received after submitting the assessment data on student learning outcomes. Faculty taking the online course development workshop series (Introduction to Distance Education; Legal aspects - Intellectual Property I, II; Assessment; Learning Theories and Instructional Design; Quality Matters; Designing a course in Moodle I, II, III, IV; and Course Evaluation I, II) will be required to develop an online course to receive the award.

On Years One and Two, the workshops will be offered in an existing student computer laboratory and at the Faculty Training Center at the Learning Commons thereafter. The training program will foster collaboration among faculty with common professional content areas, interests, and goals in order to provide them with the opportunity of experiencing shared learning and sustaining a teamwork system that abides by the principle of a community of learning. The Faculty Development Coordinator will be responsible for providing the year-round professional

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

development activities, services and evaluations. A Faculty Development Web page will be included in the Title V's Web page to provide online resources and workshop information.

3. Improvement of the technological infrastructure. This component will provide UPRC a campus-wide and state-of-the-art access to digital information. It includes the following: A) Technological infrastructure and equipment for faculty and students – Faculty will have the necessary tools for full technology integration to expand technology-based educational resources that will enhance students' learning. Desktop computers and laptops will be available for students and faculty in the newly renovated Learning Commons. B) Wireless and optic fiber infrastructure – The optic fiber's long term economic benefits and reliability are more than proven. Its extension to the library will provide increased Internet speed and reliability to the servers and to the newly renovated spaces within the library for interactive and collaborative learning. An updated wireless infrastructure will also be installed to update the network. C) Electric generator - Will be installed in the Learning Commons building to maintain and stabilize the network and services when there are power shortages and provide uninterrupted network services. D) Web page – A Title V Web page will be developed to inform UPRC's constituents of the project's scope, activities and outcomes. The Technology Coordinator will be responsible for the implementation of this component.

4. Student financial empowerment - (Priority 2) - UPRC will organize and institutionalize a student financial orientation program – Smart Money Solutions (SMS) - run by the Business Administration Department. A tenured finance professor (SMS Faculty Mentor) will be responsible to train advanced finance students to be peer mentors who will offer one-on-one mentorships to other UPRC students. The mentorships will take place on Tuesdays and

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Thursdays at the Universal Time (1½ hour without classes that is used for workshops, meetings, etc., or just free time). The professor and the peer mentors will receive a stipend for their work.

In addition to the one-on-one mentorships, experts in finance will offer two workshops the first year and four each year thereafter, on different, pertinent, and useful finance matters. The topics will include: Planning Your Personal Finances; Controlling Your Finances; Credit and Debt; Paying for College; Student Loan Repayment; Risk Management; Budget Preparation; and Transitioning from Study to Work; among others. Mentored students will also be encouraged to open a free account in cashcourse.org. This online resource offers: online financial education courses, financial tools, a personal dashboard, articles, and other resources for students and a guide to real-life money questions. On Years One and Two, the mentorships and workshops will be offered in an existing student computer laboratory and at the Learning Commons thereafter.

These services will be available for all students, but we will pay special attention in servicing first-generation and low-income students, seniors, and student athletes, which in our experience are usually more susceptible to financial problems. The program will also have a Web page to provide online resources, as well as workshop and one-on-one mentoring information. The Student Development Coordinator will be responsible implementing this component

IMPLEMENTATION TIMETABLE

The **Implementation Table** in the next page outlines the tasks to be accomplished throughout the course of this five-year project, including personnel responsible, methods and expected results, and timeframes for each task.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

PAD: Proj. Act. Dir.; **FDC:** Fac. Dev. Coord.; **LCC:** Learn.Comm. Coord.; **TC:** Technol. Coord.; **SDC**: Stud. Dev. Coord.; **HR:** Human Resources Dir; **FD:** Facilities Dir.; **PO:** Purchasing Office; **ISO:** Inform. Systems Office; **EE:** External Evaluator; **LeC:** Learning Communities; **SMS**: Smart Money Solutions.

Year 1: 2020 – 2021			
Task	**Personnel Responsible**	**Methods & Results**	**Time-frame**
Appoint PAD, & FDC, LCC, SDC; TC, hire Title V staff	UPRC Chancellor, Acad. Dean, HR	Follow UPRC hiring procedures; issue letter to selected candidates. Positions filled with qualified staff; job descriptions and resumes on file.	10/20 - 12/20
Start renovation of Learning Commons	PAD, LCC, FD, PO, contractors	Bidding process, select contractor(s) and award bids. First phase of renovation completed (17%).	12/20 - 9/21
Purchase & install technol. infrastructure	PAD, TC, ISO, PO, contractors	Follow UPRC's bidding & purchasing procedures. Equipment/infrastructure purchased and installed (40%).	12/20 - 9/21
Conduct quarterly evaluations	PAD, FDC, LCC, TC, SDC, EE	Review compliance with Title V regulations; assess completion of implement. strategy, objectives, performance indicators, and data collection to date. Write and discuss quarterly reports.	1/21; 5/21; 9/21
Offer the faculty workshops	PAD, FDC, faculty, consultants	Hire experts in each field; offer workshops (2 learn comm.; 2 technol.; 1 dist. educ.) Train at least 20 faculty in use of technol.; 20 in LeC, and 6 in dist. education.	12/20-9/21
Determine faculty professional development effectiveness	PAD, FDC, faculty	Faculty answer workshop evaluations and satisfaction surveys & express at least 85% satisfaction with trainings. Review workshop evaluations and make changes as needed.	12/20-9/21
Determine workshop outputs/outcomes	PAD, FDC, faculty	Faculty submit syllabi – 10 in use of technol.; 10 in LeC; and 3 online courses. Syllabi and online courses are certified by FDC for compliance; faculty submit student learning outcomes from revised syllabi. Awards granted accordingly.	12/20-9/21
Offer personal finance workshops and mentorships	PAD, SDC, SMS faculty mentor, SMS student mentors	Hire experts in the field; offer 2 workshops; At least 50 students serviced. Review workshop evaluations and make changes accordingly.	01/21-9/21
Determine personal finance workshops and mentorships effectiveness	PAD, SDC, SMS faculty mentor, SMS student mentors	Students answer workshop and mentorship evaluations and satisfaction surveys & express at least 85% satisfaction. Review workshop eval. and make changes as needed.	12/20-9/21
Develop Title V Web page	PAD, FDC, LCC, SDC, TC,	Web page developed	12/21 – 9/21

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Conduct year-end evaluation	PAD, FDC, LCC, SDC, TC, EE	Assess year-end achievement of implement. strategy, objectives, and performance indicators. Write and discuss report; make changes for next year as needed.	8/21 – 10/21
Year 2: 2021– 2022			
Task	**Personnel Responsible**	**Methods & Results**	**Time-frame**
Cont. renovation of Learning Commons	PAD, LCC, FD, PO, contractors	Second phase of renovation completed (27%).	10/21 – 9/22
Purchase & install technol. infrastr.	PAD, TC, ISO, PO, contractors	Follow UPRC's bidding & purchasing procedures. Equip./infrastr. installed (2%).	10/21 - 9/22
Conduct quarterly evaluations	PAD, FDC, LCC, TC, SDC, EE	Review compliance with Title V regulations; assess completion of implement. strategy, objectives, performance indicators, and data coll. to date. Write, discuss quarterly reports.	1/22; 5/22; 9/22
Offer the faculty workshops	PAD, FDC, faculty, consultants	Hire experts in each field; offer workshops (2 learn comm.; 2 technol.; 1 dist. educ.) Train at least 20 faculty in use of technol.; 20 in LeC, and 6 in dist. education.	10/21 – 9/22
Determine faculty professional development effectiveness	PAD, FDC	Faculty answer workshop evaluations and satisfaction surveys & express at least 85% satisfaction with trainings. Review workshop evaluations and make changes as needed.	10/21 - 9/22
Determine workshop outputs/outcomes	PAD, FDC, faculty	Faculty submit syllabi – 10 in use of technol.; 10 in LeC; and 3 online courses. Syllabi and online courses are certified by FDC for compliance; faculty submit student learning outcomes from revised syllabi. Awards granted accordingly.	10/21 – 9/22
Offer personal finance workshops and mentorships	PAD, SDC, SMS faculty mentor, SMS student mentors	Hire experts in the field; offer 4 workshops; At least 75 students serviced. Review workshop evaluations and make changes accordingly.	10/21 - 9/22
Determine personal finance workshops and mentorships effectiveness	PAD, SDC, SMS faculty mentor, SMS student mentors	Students answer workshop and mentorship evaluations and satisfaction surveys & express at least 85% satisfaction. Review workshop eval. and make changes as needed.	10/21 – 9/22
Conduct year-end evaluation	PAD, FDC, LCC, SDC, TC, EE	Assess year-end achievement of implement. strategy, objectives, and performance indicators. Write and discuss report; make changes for next year as needed.	8/22 - 10/22
Year 3: 2022 – 2023			
Task	**Personnel Responsible**	**Methods & Results**	**Time-frame**
Cont. renovation of Learning Commons	PAD, LCC, FD, PO, contractors	Third phase of renovation completed (21%).	10/22 – 9/23

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Purchase & install technol. infrastr.	PAD, TC, ISO, PO, contractors	Follow UPRC's bidding & purchasing procedures. Equip./infrastr. installed (21%).	10/22 – 9/23
Conduct quarterly evaluations	PAD, FDC, LCC, TC, SDC, EE	Review compliance with Title V regulations; assess completion of implement. strategy, objectives, performance indicators, and data coll. to date. Write, discuss quarterly reports.	1/23; 5/23; 9/23
Offer the faculty workshops	PAD, FDC, faculty, consultants	Hire experts in each field; offer workshops (2 learn comm.; 2 technol.; 1 dist. educ.) Train at least 20 faculty in use of technol.; 20 in LeC, and 6 in dist. education.	10/22 – 9/23
Determine faculty professional development effectiveness	PAD, FDC	Faculty answer workshop evaluations and satisfaction surveys & express at least 85% satisfaction with trainings. Review workshop evaluations and make changes as needed.	10/22 – 9/23
Determine workshop outputs/outcomes	PAD, FDC, faculty	Faculty submit syllabi – 10 in use of technol.; 10 in LeC; and 3 online courses. Syllabi and online courses are certified by FDC for compliance; faculty submit student learning outcomes from revised syllabi. Awards granted accordingly.	10/22 – 9/23
Offer personal finance workshops and mentorships	PAD, SDC, SMS faculty mentor, SMS student mentors	Hire experts in the field; offer 4 workshops; At least 75 students serviced. Review workshop evaluations and make changes accordingly.	10/22 – 9/23
Determine personal finance workshops and mentorships effectiveness	PAD, SDC, SMS faculty mentor, SMS student mentors	Students answer workshop and mentorship evaluations and satisfaction surveys & express at least 85% satisfaction. Review workshop eval. and make changes as needed.	10/22 – 9/23
Conduct year-end evaluation	PAD, FDC, LCC, SDC, TC, EE	Assess year-end achievement of implement. strategy, objectives, and performance indicators. Write and discuss report; make changes for next year as needed.	8/23 - 10/23
Year 4: 2023 - 2024			
Task	**Personnel Responsible**	**Methods & Results**	**Time-frame**
Cont. renovation of Learning Commons	PAD, LCC, FD, PO, contractors	Fourth phase of renovation completed (23%).	10/23 – 9/24
Conduct quarterly evaluations	PAD, FDC, LCC, TC, SDC, EE	Review compliance with Title V regulations; assess completion of implement. strategy, objectives, performance indicators, and data coll. to date. Write, discuss quarterly reports.	1/24; 5/24; 9/24
Offer the faculty workshops	PAD, FDC, faculty, consultants	Hire experts in each field; offer workshops (2 learn comm.; 2 technol.; 1 dist. educ.) Train at least 20 faculty in use of technol.; 20 in LeC, and 6 in dist. education.	10/23 – 9/24

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Determine faculty professional development effectiveness	PAD, FDC	Faculty answer workshop evaluations and satisfaction surveys & express at least 85% satisfaction with trainings. Review workshop evaluations and make changes as needed.	10/23 – 9/24
Determine workshop outputs/outcomes	PAD, FDC, faculty	Faculty submit syllabi – 10 in use of technol.; 10 in LeC; and 3 online courses. Syllabi and online courses are certified by FDC for compliance; faculty submit student learning outcomes from revised syllabi. Awards granted accordingly.	10/23 – 9/24
Offer personal finance workshops and mentorships	PAD, SDC, SMS faculty mentor, SMS student mentors	Hire experts in the field; offer 4 workshops; At least 75 students serviced. Review workshop evaluations and make changes accordingly.	10/23 – 9/24
Determine personal finance workshops and mentorships effectiveness	PAD, SDC, SMS faculty mentor, SMS student mentors	Students answer workshop and mentorship evaluations and satisfaction surveys & express at least 85% satisfaction. Review workshop eval. and make changes as needed.	10/23 – 9/24
Conduct year-end evaluation	PAD, FDC, LCC, SDC, TC, EE	Assess year-end achievement of implement. strategy, objectives, and performance indicators. Write and discuss report; make changes for next year as needed.	8/24 - 10/24
Year 5: 2024- 2025			
Task	**Personnel Responsible**	**Methods & Results**	**Time-frame**
Complete renovation of the LC	PAD, LCC, FD, PO, contractors	Final phase of renovation completed (12%).	10/24 – 9/25
Purchase & install technol. infrastr.	PAD, TC, ISO, PO, contractors	Follow UPRC's bidding & purchasing procedures. Equip./infrastr. installed (37%).	10/24 – 9/25
Conduct quarterly evaluations	PAD, FDC, LCC, TC, SDC, EE	Review compliance with Title V regulations; assess completion of implement. strategy, objectives, performance indicators, and data coll. to date. Write, discuss quarterly reports.	1/25; 5/25; 9/25
Offer the faculty workshops	PAD, FDC, faculty, consultants	Hire experts in each field; offer workshops (2 learn comm.; 2 technol.; 1 dist. educ.) Train at least 20 faculty in use of technol.; 20 in LeC, and 6 in dist. education.	10/24 – 9/25
Determine faculty professional development effectiveness	PAD, FDC	Faculty answer workshop evaluations and satisfaction surveys & express at least 85% satisfaction with trainings. Review workshop evaluations and make changes as needed.	10/24 – 9/25
Determine workshop outputs/outcomes	PAD, FDC, faculty	Faculty submit syllabi – 10 in use of technol.; 10 in LeC; and 3 online courses. Syllabi and online courses are certified by FDC for compliance; faculty submit student learning outcomes from revised syllabi. Awards	10/24 – 9/25

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

		granted accordingly.	
Offer personal finance workshops and mentorships	PAD, SDC, SMS faculty mentor, SMS student mentors	Hire experts in the field; offer 4 workshops; At least 75 students serviced. Review workshop evaluations and make changes accordingly.	10/24 – 9/25
Determine personal finance workshops and mentorships effectiveness	PAD, SDC, SMS faculty mentor, SMS student mentors	Students answer workshop and mentorship evaluations and satisfaction surveys & express at least 85% satisfaction. Review workshop eval. and make changes as needed.	10/24 – 9/25
Conduct year-end and project completion evaluation	PAD, FDC, LCC, SDC, TC, EE	Assess year-end and project completion achievement of implement. strategy, objectives, and performance indicators. Write and discuss report.	8/25 - 10/25

IMPLEMENTATION STRATEGY RATIONALE

UPRC proposes an Activity that will build upon institutional strengths and address institutional problems and weaknesses to help improve our 100% Hispanic student population's persistence, retention, and graduation rates. This entails faculty development, which can improve the teaching-learning process and directly benefit students, supported by adequate infrastructure (Learning commons, instructional facilities, technology, and resources), as well as student development and empowerment. Analysis of appropriate studies, opinions of authorities, current MSCHE standards, and other institutions' and our own experiences have influenced this Project's design and implementation strategy rationanle.

Learning Commons - Educators at all levels have pointed out that the learning environment affects students' performance and have been emphasizing the importance to study in a comfortable place. At the same time, the literature has established the different learning modes and styles, as well as the benefits of addressing them to engage and benefit all students (Ching, 1998; Dwyer & Moore, 2001; Messick, 1994; Taylor, 1997; Toral, 2003). The more intense and complex the material to be learned, the more important these factors are. By transforming the traditional library into a Learning Commons, we seek to enhance the physical learning

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

environment by providing an optimal space with the appropriate support, resources, equipment, and services to improve student learning and support faculty development.

The proposed Learning Commons is also based on other institutions' experiences with Title V projects that directly address the creation and benefits of a Learning Commons. The Medical Sciences Campus of the UPR and the Universidad Central del Caribe in P.R. currently have a Title V Coop project in which they created CRESCO (Center for Research Education & Science Communication Opportunities) - a main learning, training, and interactive area with well-equipped learning spaces. It is a one-stop, user-oriented space, state-of-the art facility with computers, laptops, meeting areas, and group and individual study areas, among others. Their effectiveness and efficiency has been proven during the past four years, engaging students and increasing student success in their areas of study. Their model was based on the Roger Williams University (Rhode Island) experience, where Susan McMullen prepared a checklist of Learning Commons that includes: computer workstation clusters, collaborative learning spaces, a writing center and other support units, presentation support centers, etc.).

Faculty training: MSCHE Standard III emphasizes that student learning experiences should be: "designed, delivered, and assessed by faculty … who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation". UPRC's previous experiences throughout the years have shown us among other things, the importance of training, together with the obligation of providing support, infrastructure, technology, resources, and services. Through the initiatives proposed in this activity, faculty will receive training and guidance with which to revamp and revitalize the curriculum in areas such as the use of newer technologies, learning communities, and online course development. These course enhancements will allow students to acquire invaluable new skills that will allow them to succeed not only in their

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

current programs, but will also enable them to pursue graduate studies and to excel as professionals in their fields.

UPRC's Assessment Plan also emphasizes that "faculty must have increased opportunities for professional development so they can initiate innovative teaching and assessment approaches" (UPRC Planning & Institutional Research Office, 2018). Through an intensive faculty development initiative and a greatly enhanced teaching-learning environment, UPRC will be able to strengthen its courses and programs, which can lead to increased student success and therefore, higher persistence, retention and graduation rates, as well as increased employability of its graduates.

Technology - Technology and Web-based interactive instruction can create new active learning opportunities, expand student interest and learning experiences, develop higher order thinking competencies and problem-solving skills across the content areas, and offer new possibilities for rich content, expanded assessment of capabilities, and immediate feedback. That is why the use of technology has become a standard component in education and institutions must now provide adequate technological infrastructure to support these activities (Duin, Jorn, & Whiteside; Educause Annual Conference, 2008).

In our experience, some faculty still resist using technology in their courses due to limited information or inexperience with that technology and some even dismiss using it without experiencing those technologies themselves; therefore, the importance of showing them how. Some institutions are moving the more passive elements of learning (i.e. lectures) outside the classroom to have more time available for hands-on learning, interactions and discussions. The NMC Horizon Report: 2016 Higher Education Edition describes ways in which institutions are using new technologies in teaching and learning. This report also highlights the challenge to

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

improve digital literacy. Although some students may seem digitally literate, research reveals that they may not be as confident or know how to use technology in higher education contexts (Onofrei, 2015). The Report also cites new pedagogies and active learning models that promote hands-on and student centered experiences that also use technologies with which students are familiar, such as Instagram (Indiana University) and Facebook (San Jose State University).

Student financial empowerment – The majority of students attending UPRC have many personal and academic pressures, which can impede completion of their undergraduate studies. Worries about money lead to ongoing stress, anxiety and even depression, which can also lead to higher-risk decision-making with potentially disastrous consequences. According to UPRC's Counseling Department, this has been especially prevalent after hurricanes Irma and Maria hit the island and the economic chaos that this situation brought.

Access to financial education, especially for Hispanic, low income students, can help avoid common traps such as late fees and high-interest credit card debt and help them understand how to achieve financial stability not only as students, but throughout their adult life – financial empowerment is a lifelong journey.

Our student financial empowerment model is based on the experiences of three other UPR campuses: Río Piedras, Mayaguez, and Ponce. They have similar student financial training programs and have had great successes with them, reflected in fewer students leaving their studies due to financial duress and therefore, increasing their persistence and graduation rates. Finance professors run these programs and have finance student mentors, like the model we propose. Other universities in the U.S. that have similar programs include the Metropolitan State University of Denver and the University of Houston.

The proposed peer financial mentoring program – Student Money Solutions (SMS) – will not

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

only help those students receiving the services, but will also benefit the peer mentors who will be honing their skills and gaining valuable experience for their future jobs and or graduate studies in finance.

We expect that the Student Financial Empowerment Program, together with the faculty development activities and renewed infrastructure will help increase UPRC's Hispanic, low-income students' persistence, retention, and graduation rates by providing them the necessary tools, knowledge, and expertise.

V. PROJECT MANAGEMENT PLAN

1. Procedures: The goals of the Project Management are: (1) successful completion of all grant objectives, (2) full integration of the Title V Activity into institutional operations, and (3) the achievement of greater institutional self-sufficiency by grant's end. UPRC will develop a series of procedures to ensure sound fiscal management through comprehensive internal monitoring and reporting systems; efficient Project operation resulting in the achievement of objectives, and avoidance of any supplanting of institutional operating funds with federal funds. The Project Management staff will comply with the following objectives: 1) Consistent and complete adherence to all federal, state and institutional policies. 2) Open communication among Title V staff, faculty, students, and administrators. 3) Continuous monitoring of Project's objectives and accomplishment of timetables as established by the project. 4) Frequent monitoring of the congruence of Project objectives with Campus' priorities. 5) Reliable Project evaluation to ensure appropriate support of the CDP**,** objective assessment of achievements, and communication of the evaluation information to key Campus decision-makers and constituencies, and 6) Support the effort of integrating all Title V project components into institutional operations during and after the grant period. Achievement of these objectives will

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

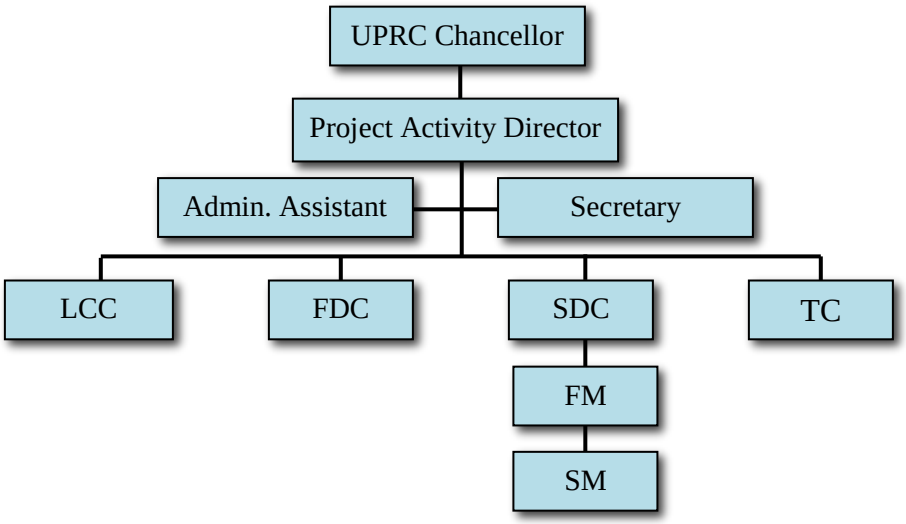
result in the following outcomes: a) The Project will operate efficiently and in full compliance with both institutional and federal requirements; b) Internal/external audits will validate the integrity of the use of Title V funds; c) Each year consistent progress will be demonstrated towards the specific objectives for the timeframes, and the overall Project's goals and objectives; d) By grant's end, the Project will be fully integrated into the Institution's operations; and e) The Project will have significant, measurable impact on the growth and self-sufficiency of the Institution through increased, persistence, retention and graduation rates of students and their continuation to graduate degrees and/or job placements.

2. Project's Authority: UPRC's Chancellor, who is the Chief Executive Officer, will oversee the Title V Project's impact on the attainment of Institutional goals and objectives. He will delegate full authority to the Title V Project Activity Director (PAD) to carry out the Project. The PAD will meet with, inform, and respond directly to the Chancellor regarding the Project's progress.

Monitoring and Reporting: The PAD will oversee project administration and all aspects of the Project. The Project Activity Coordinators (PAC): Learning Commons (LCC), Technology (TC), Faculty Development (FDC) and Student Development (SDC) coordinators- will report to the PAD and will implement, monitor, and report the progress of their activity components to ensure accomplishment of Project objectives. The Smart Money Solutions Student Mentors (SM) will respond to the Faculty Mentor (FM) who will in turn report to the SDC. Through formal monthly meetings with the PACs, the PAD will assure accurate implementation of the project, the collection of appropriate data to measure attainment of activity objectives and to ensure the proper implementation and coordination of the Project's components. These meetings will guarantee an adequate flow of information and frequent feedback on problems, as well as

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

successes. The following Organizational Chart presents the lines of authority for the Title V Project.



UPRC maintains a strong system of performance monitoring and fiscal controls to ensure compliance with internal policies and agency regulations. Throughout the implementation of the Title V Project, the University will utilize existing procedures and controls, incorporating applicable Department of Education regulations to ensure full compliance with all conditions of Title V funding. The following table details procedures for effective project management, including the frequency of the processes described.

Project Management Procedures Table	
***PAD**-Project Activity Director; **PAC**-Project Activity Coordinators; **DE**-US Dept. of Educ.; **EE**-External Evaluator*	
Title V Staff Meetings	• Monthly meetings among project staff to review progress and prepare for upcoming efforts; minutes recorded and filed in Progress Report folder.
Time & Effort Reports	• Monthly reports from each employee paid by Title V funds detailing the time & effort spent on the Title V project, to support implementation of the project & meet project objectives, submitted to and signed by the PAD. The PAS will then send them to UPRC's HR and Finance offices.
Monthly Activity Progress Reports	• Monthly Activity Progress Report from each project staff member to the PAD reflecting progress toward meeting objectives and implementing the activity, including travel, use of consultants, acquisition and installation of equipment, and any formative evaluation issues.
Quarterly Activity	• Quarterly Reports from the PAD and EE summarizing progress toward achieving objectives sent to the Chancellor and the basis for PAD's regular

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Project Management Procedures Table	
Reports	briefings with the Chancellor.
Annual Perform. Reports	• Annual performance report submitted to the DE by the PAD, and a copy of that report distributed to UPRC's authorities and EE.
Fiscal and Accounting Reports	• Monthly reports of project expenses and budget status from the Finance Office to the PAD.
Fiscal Responsi-bility	• Operate in full accordance with the procedures and guidelines established by the federal government regarding expenditure of allowable funds. • Maintain all Title V funds as separate records for financial transactions to be reconciled with Finance Office records monthly. • Regularly monitor Finance Office drawdowns of funds from the DE. • The PAD and the business office will monitor and verify all expenditures.
Record Keeping	• Maintain records about project staff, including resumes, job descriptions and other data (including time and effort and other reports). • Ensure only approved costs in Title V budget are paid from grant funds. • Seek approval of any changes in key personnel by the DE Program Officer.

VI. KEY PERSONNEL

The highly qualified professionals that will carry out the proposed Title V Activity were selected according to their proven leadership and qualifications, as well as their responsibilities, in agreement with the project's objectives and implementation strategies.

Title V Project Activity Director (PAD - .75 FTE)	
Responsibilities	**Qualifications**
▪ Provide overall leadership to the Project ▪ Ensure that project activities are implemented in accordance with the proposed plan and that progress is being made toward achieving Project objectives ▪ Keep all UPRC stakeholders informed of the Title V scope and purpose and Project activities ▪ Oversee hiring of Project staff, following UPRC's procedures ▪ Supervise/evaluate all project activity coordinators, the administrative assistant and the secretary ▪ Establish and maintain effective administrative structures ▪ Authorize all expenditures and maintain control over the budget; utilize funds in compliance with EDGAR and OMB regulations ▪ Approve monthly Time & Efforts Reports for the	▪ Minimum of a PhD degree ▪ Minimum three years' experience in grants administration, including personnel, project, and budget management ▪ Familiarity with Title V program ▪ Excellent rapport with University-wide communities ▪ Ability to work independently and as part of a team ▪ Strong interpersonal and communication skills

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

project's personnel ▪ Facilitate ongoing data collection and evaluation to support accountability reporting; prepare internal and external reports ▪ Prepare annual performance reports to USDE	

Project Activity Director: The proposed Title V Project Activity Director (PAD)**, Dr. Kattia Walters-Pacheco** is currently the Academic Affairs Coordinator for professional certifications and associate degrees. She has held several other administrative positions and is experienced in grant management **(**local and federal), personnel supervision, and budget management. Walters-Pacheco is a Full Professor with 15 years of experience. She holds a PhD, MS and B**S** in Psychology and is a certified Conflict Mediator and Legal Advisor in Domestic Violence. Dr. Walters was the chair for the Title V Proposal Development Team, leading the planning and proposal development process. Her extremely strong credentials make her the ideal choice for this position. UPRC will release her from 75% of her duties and cover the replacement cost.

The proposed Activity is focused on four components: 1) Learning commons; 2) Faculty development; 3) Technology infrastructure; and 4) Student development. All Activity Coordinators will: a) Assume responsibility for day-to-day implementation of their component; b) Gather the component's data and prepare quarterly reports and submit them to the PAD; c) Participate in the project's monthly meetings with the PAD; and d) Assist with their component's institutionalization. Any additional responsibilities and the qualifications required for each Activity Coordinator and other key personnel are described below. A librarian will be hired to in order to expand services in the new Learning Commons.

Learning Commons Coordinator (LCC - 0.5 FTE)	
Responsibilities	Qualifications
▪ Oversee renovation and equipping of the LC, including biddings and purchases of equipment and materials	▪ Minimum of a Master's degree in architecture/engineering, preferred ▪ Minimum three years' administrative experience ▪ Excellent verbal and written communication

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

▪ Serve as main contact for external personnel (vendors, contractors, govt. inspectors, etc.)	skills, required ▪ Ability to work independently and as part of a team
Faculty Development Coordinator (FDC - 0.5 FTE)	
Responsibilities	Qualifications
▪ Serve as main contact for consultants for the technology, distance education, and learning communities workshops	▪ Minimum of a Master's degree ▪ Minimum three years' administrative experience ▪ Excellent verbal and written communication skills ▪ Ability to work independently and as part of a team
Student Development Coordinator (FDC - 0.3 FTE)	
Responsibilities	Qualifications
▪ Serve as main contact for consultants for the personal finance workshops ▪ Coordinate the student mentors' training with the Smart Money Solutions (SMS) Faculty Mentor ▪ Organize the SMS Student Mentors	▪ Minimum of a Master's degree ▪ Minimum three years' administrative experience ▪ Excellent verbal and written communication skills ▪ Ability to work independently and as part of a team
Technology Coordinator (TC - 0.3 FTE)	
Responsibilities	Qualifications
▪ Oversee the purchase and installation of the technology infrastructure and equipment for the Learning Commons ▪ Serve as main contact for external personnel (vendors, contractors, govt. inspectors, etc.)	▪ Minimum of a Bachelor's degree in Information systems or similar field ▪ Minimum five years' experience with technol. infrastructure ▪ Excellent verbal and written communication skills ▪ Ability to work independently and as part of a team
Student Money Solutions Faculty Mentor	
Responsibilities	Qualifications
▪ Recommend and train the SMS student mentors ▪ Recommend experts that can offer the personal finance workshops	▪ Minimum of a Master's degree in Finance ▪ Minimum ten years' teaching experience ▪ Excellent verbal and written communication skills ▪ Ability to work independently and as part of a team ▪ Excellent rapport with students

VII. EVALUATION PLAN

UPRC is committed to rigorous, objective assessment of the Title V Coop Project. Therefore, the Evaluation Plan has been designed to embed continuous and ongoing evaluation to measure

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

the extent to which we achieve our annual, measurable ***Activity Objectives*** and ***Performance Indicators,*** and to establish performance feedback loops to facilitate modifications throughout each project year. Evaluation strategies will further allow assessment of the project's contribution to addressing institutional weaknesses and problems, and to fulfilling UPRC's ***Institutional Goals.***

Evaluation methods have been carefully designed to also measure the extent to which the institution is contributing to the overall Title V Program Purposes of: *1) expanding educational opportunities for, and improve the academic attainment of Hispanic students, and 2) expand and enhance the institutions' academic offerings, program quality, and institutional stability.* The plan involves ongoing, systematic collection of information for determining the extent to which objectives have been met and on using that information to make effective decisions to continuously strengthen and improve the project. Data on key performance indicators and general measures will be collected, analyzed and reported on a regular basis.

The evaluation plan is modeled on evaluation design elements recommended by expert sources, including *Notes on Evaluation Design* (2001) and the *W.K. Kellogg Foundation Evaluation Handbook* (1998), still considered the gold standard as a project evaluation reference.

PRINCIPLES TO GUIDE PROJECT EVALUATION	
Fund for Improvement of Postsecondary Educ.	**W. K. Kellogg Foundation**
• Specify clear and specific objectives that have measurable qualities • Specify who, when, how the data will be collected, analyzed, reported • Use project documents and records for on-going process evaluation • Use multiple measures when possible • Build evaluation measures into the routines of program procedures • Engage an independent evaluator	• Use multiple approaches: include a range of techniques and methods • Use reliable data sources: make use of ongoing, systematic information • Create a participatory process: experts work in concert with internal staff • Allow for flexibility: approaches must not be rigid and prescriptive
Sources: *Notes on Evaluation Design,* FIPSE, 2001 and *W.K. Kellogg Foundation Evaluation Handbook,* W.K. Kellogg Foundation, 2017	

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

External, Independent Evaluator*:* UPRC will contract an independent evaluator, external to the institution and with no personal or professional interest in project outcomes. The Evaluator will make quarterly visits to UPRC and consult with the project staff regarding data elements, collection and evaluation instruments, and data analysis. The Evaluator will assess project administration and progress toward attainment of the Activity Objectives and Performance Indicators, as well as compliance with timelines – making specific recommendations and providing written reports to the Project Activity Director (PAD). His/her quarterly **evaluation reports** and **End of Year Summaries** will keep decision-makers well informed of the Project's processes, activities, strengths, weaknesses and achievements. Qualifications for the evaluator will be: at least three years of evaluation experience and experience with Title V programs preferred.

1. <u>Data elements and data collection procedures</u> - The evaluation plan for the Title V Project will be both formative and summative, and will require the collection and analysis of descriptive, quantitative and qualitative data.

Formative Evaluation: The ongoing formative evaluation will ensure the timely modification of strategies, schedules, reallocation of resources, and/or revision of managerial decisions as needed, to guarantee the attainment of project objectives. The PAD and the Project Activity Coordinators (PAC) will collect ***in-process data*** as the Activity is implemented. This data will be measured against 2019-2020 baseline data as evidence of accomplishment of the measurable objectives and to make statistical comparisons to assess project achievement and impact. The Implementation Timetable has definite timelines for the completion of evaluation milestones and specific indicators relevant to the evaluation of the attainment of objectives clearly identified. Use of these timelines along with the objectives and performance indicators, will determine the

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

degree to which the milestones for the activity have been met. Student and faculty survey instruments and evaluations will be developed by the FDC and the SDC and administered at the end of each workshop/mentoring session. The External Evaluator's quarterly summary reports will state recommendations for *improving project implementation*, as needed. These will be reviewed by the Chancellor, PAD and PACs, who will make any necessary adjustments to the implementation plan to ensure progress toward Activity objectives. This outcomes-based evaluation plan will provide a clear structure for monitoring the full impact of the project.

The **Year-End Summative evaluations,** submitted by the External Evaluator for each grant year will use relevant data from the formative evaluations and will analyze the data to be measured against the proposed Activity objectives and performance indicators to help determine if the project has attained its intended outcomes for that year. They will be used by the PAD and PACs to make any necessary changes to the following year project's implementation and for completion of the Annual Performance Report to the U.S. Dept. of Education.

Final Summative Evaluation: ***Project-completion*** data will be collected at the end of the grant period as part of final summative evaluation. The External Evaluator will construct this final summative evaluation to assess the project's overall impact on solving the institutional problems stated in the CDP, its success in reaching its objectives, and its contribution in achieving programmatic and institutional goals, as well as promoting institutional self-sufficiency. Multiple measures will be used to assess project effectiveness with particular attention to student development and outcomes, faculty involvement and development, as well as the project's institutionalization.

Data Collection: Data collection procedures will vary to ensure a multifaceted analysis. Most quantitative data will be collected from attendance logs, access and service logs; certificates of

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

completion; and reports generated by the institution related to student persistence, retention and graduation rates. Most qualitative data will be collected from specially designed student and faculty surveys and workshop evaluations that will be administered after each workshop/mentorship. The Institutional Planning and Research Office, the PAD, and the PACs will be responsible for collecting the data.

Data Analysis Procedures: These procedures will include the establishment of baseline data at the beginning of the first year, the development of qualitative instruments to assess student and faculty satisfaction as measures of effectiveness, and the establishment of essential quantitative measures analyzed with appropriate statistical tests in order to document the project's impact. Data analysis procedures will be selected according to the type of data collected, the outcomes specified, as well as their validity and utility. The Institutional Planning and Research Office, PAD and External Evaluator will be responsible for data analysis. The following *Evaluation Matrix* shows the relationship between overall outcomes, data elements and collection procedures, formative and summative analysis reports, and those responsible for collection/analysis and submitting reports.

Project Activity Director (PAD), Faculty Development Coordinator (FDC), Student Dev. Coordinator (SDC), Technology Coordinator (TC), Learning Commons Coordinator (LCC), External Evaluator (EE)			
OVERALL OUTCOMES	**DATA ELEMENTS/ COLLECTION PROCEDURES**	**DATA ANALYSIS *FORMATIVE***	**DATA ANALYSIS *SUMMATIVE***
Have fully operational Learning Commons (LC) *(Baseline year: fall 2019)*	*PAD, TC, LCC, FDC, SDC* Library renovations completed/reports from contractors; Purchase/installation of equipment and supplies; Inventory list provided to PAD monthly; Student and	*PAD, TC, LCC, FDC, SDC, EE* **Step 1:** Review *monthly progress* of renovation and equipment/supply installation **Step 2**: Adjustments negotiated with contractors and vendors, initiated within one week of	*EE* completes and submits **Year-End Outcomes Report** (by Nov. 15 each year) and recommends any necessary modifications to achieve Project Objectives for

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Project Activity Director (PAD), Faculty Development Coordinator (FDC), Student Dev. Coordinator (SDC), Technology Coordinator (TC), Learning Commons Coordinator (LCC), External Evaluator (EE)			
OVERALL OUTCOMES	**DATA ELEMENTS/ COLLECTION PROCEDURES**	**DATA ANALYSIS *FORMATIVE***	**DATA ANALYSIS *SUMMATIVE***
	faculty rating of new LC, instructional equip. & resources; Student & faculty satisfaction surveys	findings **Step 3***: EE* will review the data and submit recommendations as necessary	subsequent years and for institutional-ization. Includes: Results of contractor summary reports; Summary of status of equipment/ supplies; Summary of satisfaction ratings from students and faculty regarding new LC, instructional equipment and resources to determine if Project Objectives were achieved.
Increase the number of faculty integrating technology and/or learning communities in the teaching/learning process and increase the number of online courses available. *(Baseline year: fall 2019)*	*FDC* Workshop attendance logs; develop/ administer evaluations and surveys; Faculty certifications; integration of technology and/or learning communities in courses; student assessment data on learning outcomes – Revised course syllabi; online courses available	**Step 1:** *FDC* analyzes evaluations and surveys within two weeks of end of each workshop; collects/ revises course syllabi and student learning outcomes according to the specific workshop; submits **quarterly reports to PAD** citing data collected and analysis to verify that workshops, attendance, revised syllabi and online course development are on schedule and note any changes in student learning outcomes **Step 2:** *PAD* and *EE* review reports & data for each workshop category, recommend changes, as needed **Step 3**: *Title V staff*	*EE* completes and submits **Year-End Outcomes Report** (by Nov. 15 each year) and recommends any necessary modifications to achieve Project Objectives for subsequent years and for institutiona-lization. Includes: Number of online courses developed and available; and Number of revised syllabi that include: technology and/or learning communities; end-of-year evaluation/ survey and evaluation

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Project Activity Director (PAD), Faculty Development Coordinator (FDC), Student Dev. Coordinator (SDC), Technology Coordinator (TC), Learning Commons Coordinator (LCC), External Evaluator (EE)			
OVERALL OUTCOMES	**DATA ELEMENTS/ COLLECTION PROCEDURES**	**DATA ANALYSIS *FORMATIVE***	**DATA ANALYSIS *SUMMATIVE***
		initiates recommended changes within two weeks of becoming informed, as appropriate	results
Improve the technological infrastructure and equipment. *(Baseline year: fall 2019)*	*PAD, TC, LCC* Technology infrastructure renovation completed/reports from contractors; Purchase/installation of equipment and supplies; Inventory list provided to PAD monthly; Student & faculty satisfaction surveys	*PAD, TC, LCC* **Step 1:** Review monthly progress of renovation and equipment/supply installation **Step 2**: Adjustments negotiated with contractors and vendors initiated within one week of findings; Network speed, stability and security reports	*EE* completes and submits **Year-End Outcomes Report** (by Nov. 15 each year) and recommends any necessary modifications to achieve Project Objectives for subsequent years and for institutiona-lization. Includes: Results of contractor summary reports; Summary of status of equipment/ supplies; Summary of satisfaction ratings from students and faculty regarding new network speed and stability, and instructional equipment and resources
Increase students' personal finance knowledge *(Baseline year: fall 2019)*	*SDC* Workshop and mentorship attendance logs; develop/ administer workshop	**Step 1:** *SDC* analyzes evaluations and surveys within two weeks of end of each workshop/ mentorship; submits	*EE* completes and submits **Year-End Outcomes Report** (by Nov. 15 each year) and

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Project Activity Director (PAD), Faculty Development Coordinator (FDC), Student Dev. Coordinator (SDC), Technology Coordinator (TC), Learning Commons Coordinator (LCC), External Evaluator (EE)			
OVERALL OUTCOMES	**DATA ELEMENTS/ COLLECTION PROCEDURES**	**DATA ANALYSIS *FORMATIVE***	**DATA ANALYSIS *SUMMATIVE***
	evaluations; Student satisfaction surveys	quarterly reports to PAD citing data collected and analysis, to verify that workshops, mentorships and attendance are on schedule **Step 2:** *PAD* and *EE* review reports & data for workshops, mentorships, recommend changes, as needed **Step 3**: *Title V staff* initiates recommended changes within two weeks of becoming informed, as appropriate	recommends any necessary modifications to achieve Project Objectives for subsequent years and for institutiona-lization. Includes: End-of-year evaluation/survey results; number of workshops, mentorships

VIII. BUDGET

All budget information for the proposed project has been provided on appropriate forms (ED 524) and submitted as required in the application guidelines. Costs proposed for this Title V Activity are reasonable, cost-effective, and address objectives. The costs detailed in the separately-uploaded **Budget Detail Form and Narrative** reflect our comprehensive analysis of the costs necessary for implementing the Activity, including our thorough analysis of personnel requirements, construction costs, as well as technology pricing, based on vendor quotes.

The total budget requested is **$3,000.000.** The breakdown for the total budget is: 44% for personnel and fringe benefits; 2% travel; 5% equipment; 6% supplies; 3% contractual: 38% construction; and 2% other. Although matching funds are not required, UPRC will provide office and miscellaneous supplies and approximately $334,000 for furnishings and supplies for the Learning Commons. These costs are included in the project's institutionalization.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Personnel and **Fringe Benefits** requests are consistent with UPRC's salary levels and with salaries for comparable positions at institutions in the area. Responsibilities and qualifications for budgeted positions are detailed in the ***Key Personnel*** section. All positions are budgeted for 12 months annually. Fringe benefits average 35% and include health insurance, Social Security, Medicare, accident insurance, unemployment insurance (1.2% up to a maximum of $7,000 annual salary), and retirement, all as specified in workers' negotiation. They are the same for all personnel, except for hourly wages.

Travel: Travel requests are based upon identified needs to accomplish Activity objectives. Proposed costs take into consideration the higher costs associated with traveling in and out of Puerto Rico and were calculated using institutional out-of-state travel policies, as well as current lodging, per diem, and conference registration costs.

Equipment & **Supplies:** We consulted with experts in technology and with vendors of specialized equipment to identify, prioritize, and price specific instrumentation and required supplies for the proposed instructional facilities. Costs are based on vendor quotes.

Construction (Renovation): Costs were developed based on quotes from contractors according to current price per square feet in P.R. ($60/sq. ft). The design was made by a UPRC professor who holds a master degree in Architecture.

Contractual: Contracts include costs associated with faculty and student development and the hiring of an external evaluator, all of which are necessary to successfully complete the project and achieve its objectives. These costs are reasonable, based upon the type and scope of work to be completed by these external specialists.

Other: This category includes faculty awards for creating online courses or integrating technology and/or learning communities in their courses. Costs adhere to institutional policy for

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

compensating faculty for additional work beyond their contractual obligation.

The following table summarizes the project's budget.

BUDGET SUMMARY 2020-2025					
ACTIVITY BUDGET					
Personnel	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Faculty Dev. Coord. (50%)	36,390	36,390	36,390	36,390	36,390
Learning Commons Coord. (50%)	26,400	26,400	26,400	26,400	26,400
Student Development Coord. (30%)	19,800	19,800	19,800	19,800	19,800
Technology Coordinator (30%)	6,180	6,180	6,180	6,180	6,180
Librarian (100%) Retained.	0	0	0	45,720	45,720
Smart Money Sol. Fac. Mentor	6,126	6,126	6,126	6,126	6,126
Total Personnel	**$94,896**	**$94,896**	**$94,896**	**$140,616**	**$140,616**
Total Fringe Benefits	29,361	29,361	29,361	45,862	45,862
Travel	6,000	6,000	6,000	6,000	6,000
Equipment	130,000	0	31,598	0	0
Supplies	0	6,000	38,645	0	119,700
Construction (Renovation)	189,165	312,565	248,322	256,344	136,644
Contractual	6,600	7,200	7,200	7,200	7,200
Other	11,000	11,000	11,000	11,000	11,000
Activity Total	***$467,022***	***$467,022***	***$467,022***	***$467,022***	***$467,022***
PROJECT MANAGEMENT BUDGET					
Personnel	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Project Director (75%)	71,379	71,379	71,379	71,379	71,379
Administrative Assistant (30%)	8,010	8,010	8,010	8,010	8,010
Secretary (50%)	4,200	4,200	4,200	4,200	4,200
Total Personnel	83,589	83,589	83,589	83,589	83,589
Total Fringe Benefits	32,909	32,909	32,909	32,909	32,909
Travel	4,480	4,480	4,480	4,480	4,480
Contractual – External Evaluator	12,000	12,000	12,000	12,000	12,000
Total Project Management	***$132,978***	***$132,978***	***$132,978***	***$132,978***	***$132,978***
TOTAL PROJECT	**$600,000**	**$600,000**	**$600,000**	**$600,000**	**$600,000**

IX. COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1 – *Fostering Flexible and Affordable Paths To Obtaining Knowledge and Skills*

UPRC currently has eight bachelors' degrees that require practicums/internships – Finance and Management; Hotel and Restaurant Administration: Management/Food and Beverages; Graphic Arts; Tourist Culture; Forensic Psychology; Law and Society; Commercial Advertising

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Technology; Occupational Education; and Interior Design. There are also three associate degrees - Hotel Administration; Interior Design; and Automotive Technology with required practicums/internships. The total hours and the credit/hours required vary from 212 hours (14 credits) for the BBA in Hotel and Restaurant Administration to 135 hours (9 credits) for the AD in Interior Design.

Each of the academic departments that require internships has frequent communication with the practice centers regarding the students' performance, which grade the student accordingly. These communications are mainly through a practice/internship coordinator who is a professor from the respective academic department. However, there needs to be a more far-reaching and expansive communication that extends to the majority of the potential employers and not only the practice centers. This will ascertain that the skills and knowledge that the students obtain from their formal training at the university correlates to what not only the practice centers require from new hires, but other potential employers as well.

Through this project we seek to include a higher number of potential employers into the equation. To accomplish this task we will establish four committees whose major responsibility will be to visit the potential employers in UPRC's service area, including those that are currently practice centers and meet with them to identify the skills and characteristics they would like a new hire to have. The committees will be constituted as follows: 1) Hotel Administration (BBA and AD) and Tourist Culture; 2) Graphic Arts and Commercial Advertising Technology; 3) Law and Society and Forensic Psychology; and 4) Interior Design (BA and AD), Automotive Technology, and Occupational Education. Each committee will have a student (selected at the beginning of each academic year), the current practice/internship coordinator, and the president of the curriculum committee from each of the academic departments. The committees will meet

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

at the beginning of each academic year with the potential employers and report their findings to the curriculum committees of each academic department so that any necessary adjustments to the curriculum can be made. The committees will also design questionnaires and surveys for the potential employers in order to have qualitative and quantitative data in addition to the face-to-face meetings and interviews.

Competitive Preference Priority 2 - *Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens*

This proposed Title V Project addresses this Competitive Preference Priority through its Student Development Component, specifically, through the ***Student Money Solutions*** *(SMS)* program, validating its commitment with students' overall success. Through SMS, UPRC will train advanced finance students to mentor their peers on a one-on-one basis and contract financial experts who will offer four finance workshops per year to UPRC's students. The ultimate goal is to provide our students with a basic practical financial skill set that they can use and apply for the rest of their adult life. We believe that the SMS program can help increase UPRC's Hispanic, low-income students' persistence, retention, and graduation rates by providing them the necessary tools and knowledge to avoid financial pitfalls that could prevent them from obtaining their degrees.

The details of the SMS were provided in the Significant Problems and Implementation sections of this proposal and the required expenditures are included in the budget. *Student Money Solutions* will be institutionalized at the end of the grant period.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions.

☒ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
Beagle, D. (2011, September 27). From learning commons to learning outcomes: Assessing collaborative services and spaces [Research bulletin]. Educause. Retrieved from https://www.academia.edu/3910689/	From the findings, the author emphasizes the positive impact of the learning commons upon students' learning and the importance of providing social spaces in its design. He provides concrete evidence that students use and benefit from this aspect of the commons design.	This ECAR research bulletin reviews six recent user studies of the commons model on different universities where the commons has been implemented. Undergraduate students, learning commons design.
Karasic, V. (2016). From Commons to Classroom: The Evolution of Learning Spaces in Academic Libraries. Journal of Learning Spaces, 5(2), 53-60. https://eric.ed.gov/?q=library+learning+commons&pr=on&ft=on&id=EJ1152653	The author presents how the learning commons has evolved over the past two decades and how it is evolving into providing active learning spaces to cater the learning behaviors of millennials. She describes how the Penn Libraries David B. Weigle Information Commons has attracted scholarly attention as a model Commons that both accommodates millennials' learning behaviors and also works well with faculty in using the technological and physical resources. She also describes in detail the Van Pelt-Dietrich Library Center's Collaborative Classroom in the University of Pennsylvania's Humanities and Social Sciences Library.	The study describes what a successful learning commons is and its configuration
Lee, Y. S. & Schottenfeld, M. A. (2014). Collaborative Knowledge Creation in the Higher Education Academic Library. Journal of Learning Spaces, 3(1). https://eric.ed.gov/?q=library+learning+commons&pr=on&ft=on&id=EJ1152684	In order to understand how collaboration occurred in the academic library, the authors surveyed four types of activities in knowledge creation (focusing, learning, socializing, and collaborating). They found that there was a gap between the patterns of collaborative activities between the academic library and the workplace and indicated that these findings are valuable as a guide to promote collaborative activities which lead to collective knowledge creation that current and future workplaces expect from graduating college students.	The students surveyed were undergraduate students, majority females, from freshmen to seniors at a university library with a learning commons.
Weiner, S. A. & Weiner, J. M. (2010). Using a Student-Generated Survey to Inform Planning for a User-Focused Learning Commons. Education	Relevant finding was that students surveyed wanted help with the acquisition and processing of information. The authors indicate that this	The students surveyed in the planning process were undergraduate students describing their preferences for a learning commons.

Libraries, 33(1), 10-23. https://eric.ed.gov/?q=library+learning+commons&pr=on&ft=on&pg=2&id=EJ887230	can be addressed with a learning commons with the integration of computer, library, and instructional technologies. The students also preferred to obtain assistance from peers.	
Hall, M., Nix, I. & Baker, K., (2013). Student experiences and perceptions of digital literacy skills development: engaging learners by design? The Electronic Journal of e-Learning 11(3), 207-225. https://eric.ed.gov/?q=student+financial+literacy&pr=on&ft=on&pg=3&id=EJ1016225	In this study, 27 academics described their experiences using contemporary digital technologies for teaching. The author concludes that by using current digital technologies, the professor can actively motivate and facilitate students' understanding of the subject content. Connecting to students through the technologies that they know and prefer can also strengthen the teacher–student relationship. The research results can serve future faculty development by supporting professors seeking to incorporate contemporary digital technologies in their teaching practices.	The resulting group of research participants was balanced in terms of gender, age, academic status, rank, tenure, disciplines, teaching experience at different educational levels and engagement in incorporating digital technologies.
Onofrei, S. G. (2015). Teaching Using New Technologies and Students Resilience. Acta Didactica Napocensia, 8(2). 33-42 https://eric.ed.gov/?q=new+technology+in+teaching+and+learning&pr=on&ft=on&ff1=dtySince_2011&ff2=subTechnology+Uses+in+Education&id=EJ1073272	Although all students, in general, had expertise in the use of the new technologies, their understanding of the educational potential of these devices was limited because they are not constantly used for educational purposes. The results prove that the students who use the new technologies in learning develop new learning styles and they adapt their behavior so that they can cope with learning with the help of technology.	Students involved in the study come from families with secondary and higher education in urban areas and are digital natives, as are UPRC students who are characterized to have access to and use of modern technology, the need for constant connectivity to keep in touch with friends in the virtual environment, the need for speed in providing information, culture enhanced information exchange, digital skills, and willingness to multitask.
Yomtov, D., Plunkett, S., Efrat, R., & Marin, A. G. (2017, May). Can Peer Mentors Improve First-Year Experiences of University Students? Journal of College Student Retention: Research, Theory & Practice, 19(1), 25-44 https://eric.ed.gov/?q=benefits+of+peer+mentoring&pr=on&ft=on&ff1=dtySince_2011&pg=2&id=EJ1138947	Results indicated mentored students felt significantly more integrated and connected to their university at the end of their first semester compared with non-mentored students. Results suggested peer mentoring might reinforce their persistence toward graduating.	Participants of the study were 304 college freshmen (mentored and non-mentored).
Beltman, S., Helker, K., & Fischer, S. (2019, November). 'I Really Enjoy It': Emotional Engagement of University Peer Mentors. International Journal of Emotional Education, 11 (2), 50-70. https://eric.ed.gov/?q=benefits+of+peer+mentoring&pr=on&ft=on&ff1=dtySince_2011&id=EJ1236232	Mentoring is beneficial for mentors, with their experience, in general, being a positive emotional one. The authors also highlight the need of specific training and support to prepare mentors.	The mentors were undergraduate students and the mentees were generally freshmen. Mentors were given training, and the majority were female.
Townsend, R. A.; Delves, M.; Kidd, T.; Figg, B. (2011). Undergraduate Student Peer Mentoring in a Multi-Faculty, Multi-Campus University Context. Journal of Peer Learning, 4(6), 37-49 https://eric.ed.gov/?q=benefits+of+peer+mentoring&pr=on&ft=on&ff1=dtySince_2011&pg=2&id=EJ1154714	There is strong evidence to support peer mentoring in a university setting as mentors can relate better to other students. Participants reported that in an overwhelming environment such as the academic culture of a university, peer mentoring can definitely assist the transition process for first-year undergraduate students. The authors conclude that integrated and coordinated peer mentoring may increase the capacity of universities to meet the specific needs of their students and complement their student services.	The participants were freshmen students at a university. There were two groups: mentored and non-mentored.

Keup, J. R. (2016). Peer Leadership as an Emerging High-Impact Practice: An Exploratory Study of the American Experience. Journal of Student Affairs in Africa, 4(1), 31-50. https://eric.ed.gov/?pr=on&ft=on&q=high+impact+practices&id=EJ1127442	Peer mentors received extensive training in the form of initial training, ongoing support and supervision by professional staff. The majority of participants felt that their peer leadership experience was highly beneficial to their communication and leadership skills; applied learning; critical thinking, problem-solving, and higher-order thinking skills; interpersonal skills; and an awareness and appreciation of diversity. Peer leaders who received financial compensation reported positive differences on a wider range of self-rated outcomes than those students not receiving remuneration.	The majority of respondents were undergraduate female students and high academic performers with a reasonable representation of participants by race/ethnicity, class standing (first-year, sophomore, junior and senior).

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.

2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
   - **a. Citation.** Provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
   - **b. Relevant Finding(s).** Describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
   - **c. Overlap of Population and/or Settings.** Explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	*(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."* *(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.*	*(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.*

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).	*(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.*	*(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.*
Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf *Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).*	*The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.* *The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.* *This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).*	*The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.*

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative- Univ of PR Carolina.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Hispanic-Serving Institutions Program Activity Budget Detail Form

Activity Budget											
1. Name of Institution: University of Puerto Rico at Carolina					**2. Activity Title:** *Creation of a Learning Commons: Empowering Students and Faculty*						
3. Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% 0f Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
Personnel (Position Title)											
-Learning Comons Coord	50%	$26,400	50%	$26,400	50%	$26,400	50%	$26,400	50%	$26,400	$132,000
-Faculty Dev. Coord.	50%	36,390	50%	36,390	50%	36,390	50%	36,390	50%	36,390	181,950
-Technology Coordinator	30%	6,180	30%	6,180	30%	6,180	30%	6,180	30%	6,180	30,900
-Student Dev. Coord.	30%	19,800	30%	19,800	30%	19,800	30%	19,800	30%	19,800	99,000
-Librarian	0%	0	0%	0	0%	0	100%	45,720	100%	45,720	91,440
-SMS Faculty Mentor stipend		6,126		6,126		6,126		6,126		6,126	30,630
SUB-TOTAL		$94,896		$94,896		$94,896		$140,616		$140,616	$565,920
b. Fringe Benefits		29,361		29,361		29,361		45,862		45,862	179,807
c. Travel		6,000		6,000		6,000		6,000		6,000	30,000
d. Equipment		130,000		0		31,598		0		0	161,598
e. Supplies		0		6,000		38,645		0		119,700	164,345
f. Contractual		6,600		7,200		7,200		7,200		7,200	35,400
g. Construction		189,165		312,565		248,322		256,344		136,644	1,143,040
h. Other		11,000		11,000		11,000		11,000		11,000	55,000
i. TOTAL DIRECT CHARGES		**$467,022**		**$467,022**		**$467,022**		**$467,022**		**$467,022**	**$2,335,110**

Please see Budget Detail Narrative in following pages.

BUDGET DETAIL NARRATIVE

All budget information for the proposed project has been provided on appropriate forms (ED 524), as required in the application guidelines. Costs proposed for this Title V Activity are reasonable, cost-effective, and address the project's objectives and reflect our comprehensive analysis of the costs necessary for implementing the Activity.

The total budget requested is **$3,000.000.** The breakdown for the total budget is: 44% for personnel and fringe benefits; 2% travel; 5% equipment; 6% supplies; 3% contractual: 38% construction; and 2% other. Although matching funds are not required, UPRC will provide $334,000, which includes the furnishings and supplies for the Learning Commons, in addition to office and miscellaneous supplies. These costs are included in the project's institutionalization.

Personnel and **Fringe Benefits** requests are consistent with UPRC's salary levels and with salaries for comparable positions at institutions in the area. Responsibilities and qualifications for budgeted positions are detailed in the ***Key Personnel*** section. All positions are budgeted for 12 months annually. Fringe benefits average 35% and include health insurance, Social Security, Medicare, accident insurance, unemployment insurance (1.2% up to a maximum of $7,000 annual salary), and retirement, all as specified in workers' negotiation. They are the same for all personnel, except for hourly wages.

UPRC will give release time to faculty members (Faculty Development Coordinator, Learning Commons Coordinator, Student Development Coordinator), as well as to the Technology Coordinator and staff in accordance to the time and effort assigned to the project. The Smart Money Solutions Faculty Mentor will receive a stipend of $6,126 per year to train the student mentors. The librarian will be hired in Year 4 to offer services in the renovated Learning Commons. These services include, but are not limited to: Provide research support to library

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

patrons at the learning commons IT helpdesk; Provide support to library patrons in distance learning software; Collaborate with the library Information Literacy Program; and Collaborate with library collection development. The main requirements for the position include: Minimum ALA accredited Master's degree; Basic experience in the use of academic research databases like ProQuest, Ebscohost, Films on Demand, among others; Knowledge in the use of software available in computer stations at the library (MS Office, Horizon library management software, among others); Verbal and written communication skills in Spanish and English; Ability to work independently and as part of a team; and excellent "people skills".

Personnel	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Faculty Development Coord. (50%)	36,390	36,390	36,390	36,390	36,390
Learning Commons Coordinator (50%)	26,400	26,400	26,400	26,400	26,400
Student Development Coord. (30%)	19,800	19,800	19,800	19,800	19,800
Technology Coordinator (30%)	6,180	6,180	6,180	6,180	6,180
Librarian (100%) Retained.	0	0	0	45,720	45,720
Smart Money Solutions Fac. Mentor	6,126	6,126	6,126	6,126	6,126
Total Personnel per Year	**$94,896**	**$94,896**	**$94,896**	**$140,616**	**$140,616**
Total Fringe Benefits per Year	**29,361**	**29,361**	**29,361**	**45,862**	**45,862**
TOTAL PERSONNEL + FB/YEAR	**$124,257**	**$124,257**	**$124,257**	**$186,478**	**$186,478**
TOTAL PERSONNEL + FRINGE BENEFITS					***$745,727***

Travel costs: Travel requests are based upon identified needs to accomplish the Activity objectives. Proposed costs take into consideration the higher costs associated with traveling in and out of Puerto Rico and were calculated using institutional out-of-state travel policies, as well as current lodging, per diem, and conference registration costs. The Faculty Coordinator will travel to two conferences per year related to: learning communities, distance education, and/or use of new technologies in the teaching-learning process. The Student Coordinator will travel to attend one conference per year, related to student mentoring or student personal finance empowerment. They will travel to obtain training and information that will facilitate and enhance

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

the project's successful development. The stipend will be of $2,000. All conferences will be related to their work in the project.

The basis for calculating per-diem at UPRC is as follows: Out of PR (Breakfast-$ 8.00; Lunch-$ 14.00; Dinner-$ 18.00 = $40). Ground transportation: taxi or shuttle. If the activities are held more than six miles radius of the city of residence of the employee, lodging is allowable.

Travel	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Annual conference: Air $450; Hotel $200 x 3 nights = $600; Registration $550; Ground $120; Per diem $70 x 4 days = $280-for Faculty (2) & Student Dev. Coord. (1) @$2,000 each trip	6,000	6,000	6,000	6,000	6,000
				TOTAL TRAVEL	***$30,000***

Equipment & Supplies: We consulted with experts and vendors of specialized equipment to identify, prioritize, and price specific equipment and required supplies for the proposed instructional facilities. Costs are based on vendor quotes and consider the higher costs of shipping to PR. Purchases from $1,000 to $50,000 require three bids; over $50,001 requires a formal bidding process with bidders responsibilities (comply with minimum wages, affirmative action, equal employment opportunities and with any debt with the Treasure).

Equipment: Year 1 includes costs of the equipment that must be installed in the Learning Commons during the renovation. Year 3 costs include the wireless network upgrade.

Year 1 Equipment			
	Unit Cost	**No. Units**	**Total**
Single mode optic fiber installation	5,000	1	5,000
INERGEN Clean Agent Fire Detection and Suppression	15,000	1	15,000
Managed Access Control System	10,000	1	10,000
Electric Generator	100,000	1	100,000
		Total Year 1 Equipment	**$130,000**
Year 3 Equipment			
	Unit Cost	**No. Units**	**Total**
Guyed Tower 20Ft, supports 700lb with 2- AP w/ brackets 450+ WIFI Users per AP	12,299	2	24,598
Wireless Controller	7,000	1	7,000

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Total Year 3 Equipment	**$31,598**
TOTAL EQUIPMENT	***$161,598***

Supplies: Year 2 and Year 3 include costs of supplies that must be installed in the Learning Commons during the renovation; Year 3 also includes costs for laptops and Year 5 for computers. Laptops and computers will be available at the Learning Commons.

Year 2 Supplies			
	Unit Cost	**No. Units**	**Total**
Tripp Lite 16-Port Rack Console KVM Switch w/ 17" LCD,	3,000	1	3,000
Mini Split Air Conditioner 34,400 BTU	3,000	1	3,000
		Total Year 1 Supplies	**$6,000**
Year 3 Supplies			
	Unit Cost	**No. Units**	**Total**
Microsoft - Surface Pro 7 - 12.3" Touch Screen - Intel Core i7 - 16GB Memory - 256GB Solid State Drive	1,499	5	7,495
Cisco SF220-24PK9NA 24 Port Fast Ethernet PoE Managed Smart Plus Switch	700	7	4,900
Data Drop Cat 6 with Jack & Patch terminations	175	150	26,250
		Total Year 3 Supplies	**$38,645**
Year 5 Supplies			
	Unit Cost	**No. Units**	**Total**
DELL 7070 Intel Core i7-8700 4.6GHz/65W,16GB ,3.5" 1TB 7200rpm SATA Hard Disk Drive 24" Monitor	915	120	109,800
APC - Back-UPS Pro 1100VA Battery Back-Up System	165	60	9,900
		Total Year 5 Supplies	**$119,700**
		TOTAL SUPPLIES	***$164.345***

Construction (Renovation): Construction costs come to $60/ sq. ft. per professional and personal experience of the consulting architect. Costs are in line with current labor and material costs for PR.

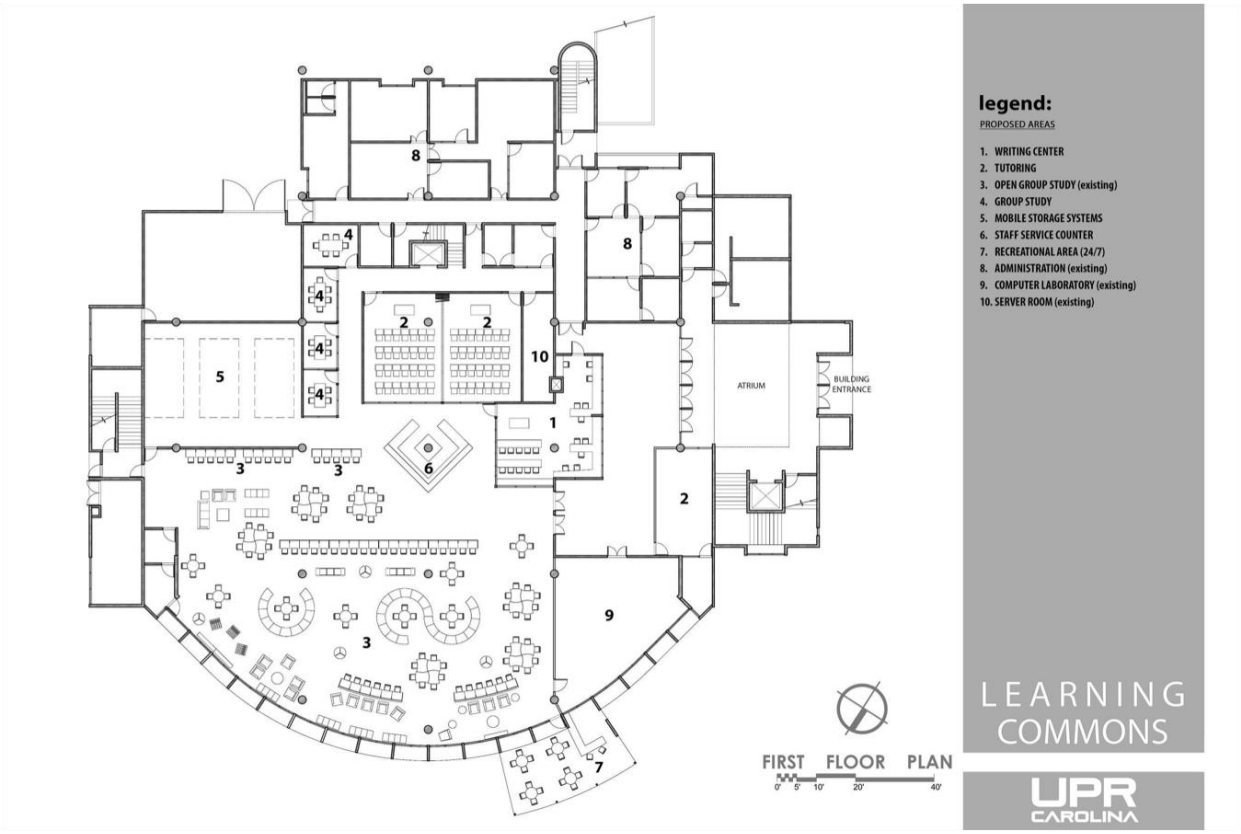
- **Years 1 – 2** (1st. Floor 1 – 6,279 sq. ft.) – part of it was renovated after hurricanes Irma and Maria. The costs for completing this floor include a Tutoring Center, group study areas, the University Plaza (recreational area), computer labs, the reception/control center, and an area for mobile storage systems. Total assigned budget: $376,720.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

- **Years 2 – 5** (2nd Floor – 12,772 sq. ft.) - The costs for completing this floor include a reception/service area, open computer labs, the Faculty Training Center, group and individual study/reading areas, and multimedia rooms. The costs of the second floor also include moving the Information Systems Office with all of its services and servers from their current different locations around the campus to the second floor to better assist UPRC's community with a one-stop, centralized service area. Total assigned budget: $766,320.

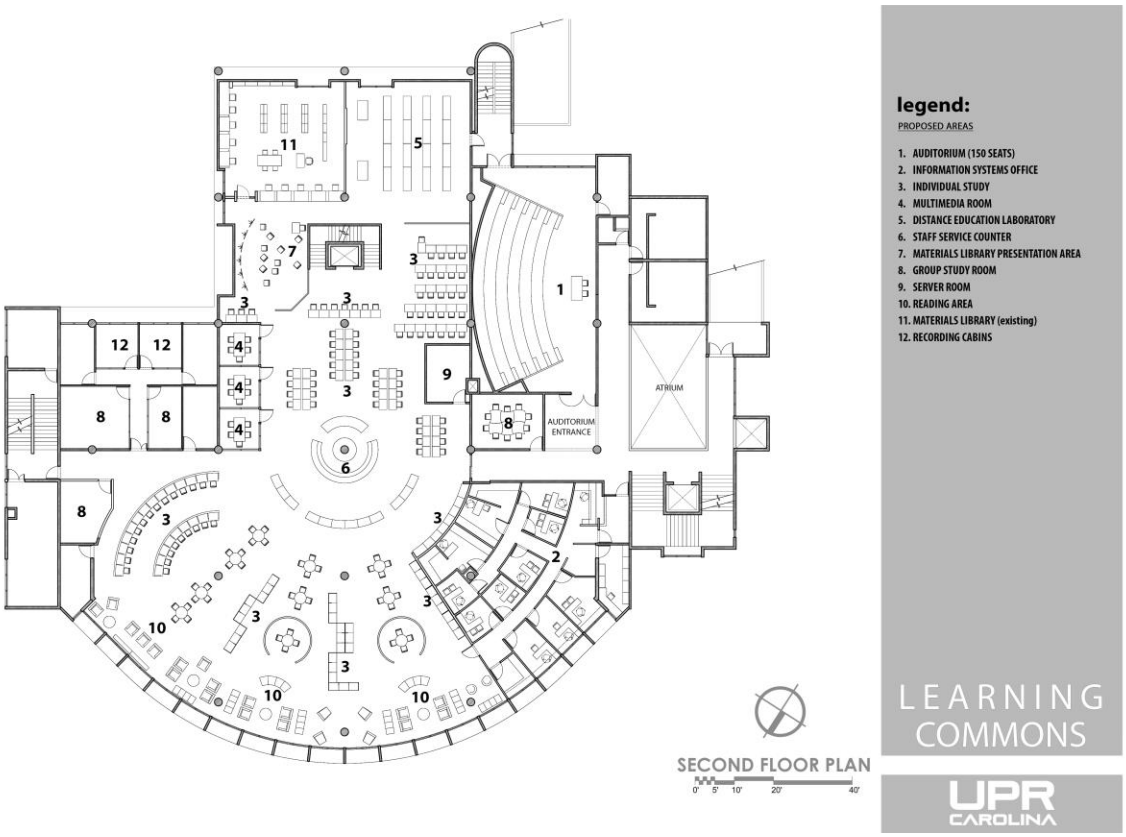
	Year 1	***Year 2***	***Year 3***	***Year 4***	***Year 5***
First Floor	189,165	187,555			
Second Floor		125,010	248,322	256,344	136,644
Total construction/year	**$189,165**	**$312,565**	**$248,322**	**$256,344**	**$136,644**
				TOTAL CONSTRUCTION	***$1,143,040***

Floor Plan - UPRC's Learning Commons – First Floor



PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Floor Plan - UPRC's Learning Commons – Second Floor



Contractual - requests include contracting with content experts that will offer professional development workshops to faculty in the integration of new technologies and learning communities in the teaching-learning process. The distance education workshops will be offered in-house and will not require additional budget. The topics for the student personal finance workshops will include: Planning Your Personal Finances; Controlling Your Finances; Credit and Debt; Paying for College; Student Loan Repayment; Risk Management; Budget Preparation; and Transitioning from Study to Work; among others. Two workshops will be offered the first year and four thereafter. Current acceptable rate is $300/workshop. These costs are reasonable, and based on the type and scope of work to be completed by professionals.

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Contractual costs also include payment for the student mentors at $8.00/hour/4 hours per week/ academic quarter. It includes training time and the time they will be giving the one-on-one mentorships in personal finance to other students.

Contractual	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Faculty Development Workshops in Technology (2@ $300 ea.)	600	600	600	600	600
Faculty Development Workshops in Learning Communities (2@ $300 ea.)	600	600	600	600	600
Personal Finance Workshops for Students (2 Y1; 4 Y2-Y5 @$300)	600	1,200	1,200	1,200	1,200
Student mentors ($8.00/hr/4hrs/week/academic quarter)	4,800	4,800	4,800	4,800	4,800
TOTAL CONTRACTUAL/YEAR	**$6,600**	**$7,200**	**$7,200**	**$7,200**	**$7,200**
				TOTAL CONTRACTUAL	***$35,400***

Other costs include incentives (awards) for faculty: A) Taking the 12 workshops, getting certified and creating an online course - $ 1,000. B) Taking the workshops on the integration of new technologies or learning communities in the teaching-learning process, revising the syllabus and submitting assessment data on student learning outcomes - $400. This strategy has been used with other grants at UPRC and has proved successful. Costs adhere to institutional policy for compensating faculty for additional work beyond their contractual obligation.

Other	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Awards for creating an online course (3 @$1,000)	3,000	3,000	3,000	3,000	3,000
Awards for syllabus revision with integration of new technologies or learning communities (20 @$400)	8,000	8,000	8,000	8,000	8,000
Total other/year	***$11,000***	***$11,000***	***$11,000***	***$11,000***	***$11,000***
				TOTAL OTHER	***$55,000***

Total Activity	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Per year	**$467,022**	**$467,022**	**$467,022**	**$467,022**	**$467,022**
				TOTAL ACTIVITY	***$2,335,110***

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

Hispanic-Serving Institutions Program Activity Budget Detail Form

Program Management Budget											
1. Name of Institution: University of Puerto Rico at Carolina					**2. Activity Title: Program Management**						
3. Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% 0f Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
Personnel (Position Title) -Project Activity Director -Administrative Assistant -Secretary	 75% 30% 50%	 $71,379 8,010 4,200	 75% 30% 50%	 $71,379 8,010 4,200	 75% 30% 50%	 $71,379 8,010 4,200	 75% 30% 50%	 $71,379 8,010 4,200	 75% 30% 50%	 $71,379 8,010 4,200	 356,895 40,050 21,000
SUB-TOTAL		$83,589		$83,589		$83,589		$83,589		$83,589	417,945
b. Fringe Benefits		32,909		32,909		32,909		32,909		32,909	164,545
c. Travel		4,480		4,480		4,480		4,480		4,480	22,400
d. Equipment		0		0		0		0		0	0
e. Supplies		0		0		0		0		0	0
f. Contractual		12,000		12,000		12,000		12,000		12,000	60,000
g. Construction		0		0		0		0		0	0
h. Other		0		0		0		0		0	0
i. TOTAL DIRECT CHARGES		**$132,978**		**$132,978**		**$132,978**		**$132,978**		**$132,978**	**$664,890**

Please see Budget Detail Narrative in following pages.

BUDGET DETAIL

Personnel and **Fringe Benefits** requests are consistent with UPRC's salary levels and with salaries for comparable positions at institutions across the area. UPRC will give release time to the Project Activity Director (PAD). Her responsibilities and qualifications are detailed in the ***Key Personnel*** section. All positions are budgeted for 12 months annually. Fringe benefits average 35% and include health insurance, Social Security, Medicare, accident insurance, unemployment insurance, retirement, all as specified in workers' negotiation, except for hourly wages.

Personnel	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Project Activity Director (75%)	71,379	71,379	71,379	71,379	71,379
Administrative Assistant (30%)	8,010	8,010	8,010	8,010	8,010
Secretary (50%)	4,200	4,200	4,200	4,200	4,200
Total Personnel per Year	**83,589**	**83,589**	**83,589**	**83,589**	**83,589**
Total Fringe Benefits per Year	**32,909**	**32,909**	**32,909**	**32,909**	**32,909**
TOTAL PERSONNEL + FB/YEAR	**$116,498**	**$116,498**	**$116,498**	**$116,498**	**$116,498**
				TOTAL PERSONNEL + FRINGE BENEFITS	***$582,490***

Travel includes funds for the PAD to attend the annual Title V Project Directors' meeting in Washington DC and travel to a conference related to the project's components. See details regarding travel expenses in Activity Budget.

Travel	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Project Director to Washington DC for Title V Meeting, other related conference: Air $420; Hotel $200 x 4 nights=$800; Registration $550; Ground $120; Per diem $70 x 5 days=$350 = $2,240 X 2	4,480	4,480	4,480	4,480	4,480
				TOTAL TRAVEL	***$582,490***

Contractual - Each year, we will contract with an external evaluator, independent of the project. The evaluator will work closely with the PAD and staff to design evaluation tools and to analyze and interpret evaluation data. Data will be used for project modifications to ensure successful

institutionalization of initiatives. The request includes a fee of $12,000 per year for on- and off-site work, analysis of data, and writing of reports, plus travel costs, lodging, and per diem.

Contractual	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
EXTERNAL EVAL./YEAR	12,000	12,000	12,000	12,000	12,000
				TOTAL CONTRACTUAL	***$60,000***

PROJECT BUDGET SUMMARY:

Project Budget Summary	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***
Total Activity	467,022	467,022	467,022	467,022	467,022
Total Project Management	132,978	132,978	132,978	132,978	132,978
TOTAL BUDGET/YEAR	**$600,000**	**$600,000**	**$600,000**	**$600,000**	**$600,000**
				TOTAL PROJECT BUDGET	***$3,000,000***

PREVIEW Date: Feb 19, 2020 Workspace ID: WS00415013 Funding Opportunity Number: ED-GRANTS-122719-001

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Puerto Rico at Carolina

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	178,485.00	178,485.00	178,485.00	224,205.00	224,205.00	983,865.00
2. Fringe Benefits	62,270.00	62,270.00	62,270.00	78,771.00	78,771.00	344,352.00
3. Travel	10,480.00	10,480.00	10,480.00	10,480.00	10,480.00	52,400.00
4. Equipment	130,000.00		31,598.00			161,598.00
5. Supplies		6,000.00	38,645.00		119,700.00	164,345.00
6. Contractual	18,600.00	19,200.00	19,200.00	19,200.00	19,200.00	95,400.00
7. Construction	189,165.00	312,565.00	248,322.00	256,344.00	136,644.00	1,143,040.00
8. Other	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00	55,000.00
9. Total Direct Costs (lines 1-8)	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	3,000,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	3,000,000.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Puerto Rico at Carolina		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** DHS Profile 2020_Univ of PR Carolina.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Developing Hispanic-Serving Institutions
Program Profile Form

INSTRUCTIONS: *ALL applicants must complete and submit this profile form. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, upload this document in .pdf format to the "Other Attachments Form" in Grants.gov.*

1. Name of Institution/Campus Requesting: (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York- Brockport Campus.)
University of Puerto Rico-Carolina

Institution/Campus OPE ID#: 03016000 **DUNS#: 1206976020000**

2. Applicant Address:

Address of institution: **PO Box 4800**

City: **Carolina** State: **PR** Zip: **00984-4800**

3. Title V, Part A allowable activities proposed in this application: (check all that apply.)

Purchase, rent, lease lab equipment ___; Construction/renovation of facilities: **X** ; Faculty Development: **X**; Curriculum Development: ___; Academic instruction: ___; Faculty fellowships: ___; Purchase of books/supplies/educational materials: ___; Articulation/transfer program: _____Tutoring:___; Counseling: ___; Mentoring: **X ;** FYE program: _____; Summer Bridge program:____; Other student support service programs: ____; Funds mgmt./Admin. Mgmt.: ___; Equipment/Software purchase: **X**; Establishing development office to strengthen alumni/private contributions:___; Endowment Fund: ___; Distance learning instruction incl. purchase of technology: **X**; teacher preparation program:_____; Community outreach to elementary/secondary students: ____: Expanding instruction/resources for graduate/professional students:____; Other: _____

4. Competitive Preference Priorities, if applicable:
Are you responding to CPP #1 – YES **X** NO___
Are you responding to CPP #2 – YES **X** NO___
Will not respond to either ☐

5. Prior DHSI Grant Status: If applicable, please list the PR Award numbers of prior DHSI grants that your institution has had in the past 5 years.

2013-2018 P031S130068
2010-2015 P031S100079

6. Level of Effort (t**ime commitment) of Project Director proposed in this application: 75%**

List active grants for which the proposed Project Director already serves: (If Project Director is To Be Hired, state "N/A" below.

	PR Award Number of grant:	Level of effort:	Final year of performance period:
1.	N/A	_____%	
2.		_____%	
3.		_____%	

7. Endowment Fund Assurance (Check here if you will have an Endowment Fund activity.):
The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds. **YES**_____

8. Dual Submission Certification: If an institution applies for a grant this fiscal year under Title III programs, it must indicate the programs. (Check all that apply.)

☐ Strengthening Institutions Program
☐ American Indian Tribally Controlled Colleges and Universities Program
☐ Native Hawaiian-Serving Institutions Program
☐ Alaska Native-Serving Institutions Program

8a. If your application ranks in funding range for more than one program this fiscal year, please state the preferred order of award acceptance.

9. Prior Title III grant status: Please list the PR Award Numbers for all Title III, Part A and Title III, Part B grant awards that the institution has had in the past 5 five years:

10. Institutional Assurance Statistics: See the Application Guide and the Federal Register Notice for HSI Assurance Instructions. For the purpose of verifying demographic data, please provide Hispanic undergraduate FTE for school year 2018-2019 in boxes 10a and 10b.

10a. HSI Assurance (institutional data):	**10b. IPEDS Reported Data**:
Total Undergraduate FTE Enrollment Count: 3,962	Total Undergraduate FTE Enrollment Count: 3,962
Hispanic Undergraduate FTE Enrollment Count: 3,962	Hispanic Undergraduate FTE Count: 3,962
Hispanic Undergraduate FTE Percent (%): 100%	Hispanic Undergraduate FTE Percent (%): 100%

10c. Eligibility Documentation: Please provide us with the documentation the institution relied upon in determining that at least 25 percent of the institution's undergraduate FTE students are Hispanic.

Data was obtained from official institutional records provided by the Research and Institutional Planning Office and the IPEDS. UPR- Carolina's entire student body is Hispanic. Institutional and IPEDS reports are reflective of this 100% Hispanic FTE percentage.

NOTE: The Department will cross-reference, for verification, provisional data in the Department's Integrated Postsecondary Education Data System (IPEDS) for 2018-2019. If there are any differences in the percentages reported in IPEDS and the percentage reported in box 10a of this form, you should explain the differences as a part of your eligibility documentation. If you do not provide data or the Department is unable to verify data submitted by the institution, the Department may deem the applicant ineligible.

11. Tiebreaker Information: Enter information below for school year 2018-2019. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

a) Total FULL-TIME EQUIVALENT (FTE) students = 3,962
b) Total market value of endowment fund for 2018-2019 = none
c) Total expenditures for library material during 2018-2019 = $64,841

Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tie-breaker situation.

12. Certifying Official (i.e. President, VP, Chancellor, etc):	**13.** By checking below, the applicant and President of the institution certify that the Institution of Higher Education (IHE) will comply with the statutory requirements, program standards, and program assurance cited in the DHSI program regulations 34 CFR Part 606.
Name: Dr. Jorge I. Valentín Asencio Title: Chancellor Contact Number: (787) 257-0000 Email: Jorge.valentin2@upr.edu	**Yes X**

Appendix 23

GOVERNING BOARD
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 45
2019-2020

I, Alan Rodríguez Pérez, Secretary of the Governing Board of the University of Puerto Rico, CERTIFY THAT:

The Governing Board, in its ordinary meeting held on November 5, 2019, having received a prior recommendation from the president of the University of Puerto Rico and the Vice-Presidency of Academic Affairs and Research; and taking into consideration the endorsement of the Governing Board Academic Affairs Committee, agreed upon the following:

> To amend Certification No. 43 (2006-2007) – Regulations for the Periodic Evaluation of the Academic Programs of the University of Puerto Rico in order to incorporate the changes that have been recommended and to approve the compiled version herein included with the present Certification.

AND FOR THE RECORD, I hereby issue this Certification, in San Juan, Puerto Rico, on this 4th day of December, 2019.

Alan Rodríguez Pérez
Secretary

PO BOX 23326 SAN JUAN, PUERTO RICO 00931-3326
TEL. (787) 758-3350, FAX (787) 758-7196

Appendix 24

UPR CAROLINA
Efectividad Institucional 2019-2020



José Meza Pereira, Ph.D.
Rector

15 de septiembre de 2020

ÍNDICE

Introducción 3

Trasfondo Histórico 3

Sobre UPR en Carolina 3

Misión 3

Visión 4

Metas Institucionales 4

Estructura Organizacional 5

Perfil Institucional 6

A. Distribución de Matrícula Primer Cuatrimestre 6

Distribución de Matrícula Total 6

Distribución de Matrícula de Nuevo Ingreso 7

B. Distribución de Matrícula Total del Primer Cuatrimestre 2019-2020 por Programas 8

C. Tasa de Retención 9

D. Tasa de Graduación 10

E. Perfil del Personal Docente 11

F. Otros Datos Estadísticos 12

Análisis Estadísticas Solicitantes 12

Análisis de Estadísticas de Admitidos 12

Análisis de Estadísticas de Estudiantes Matriculados de Nuevo Ingreso 13

Ofrecimientos Académicos 14

Programas Únicos 14

Escuela de Administración de Hoteles y Restaurantes 14

Bachillerato en Administración de Hoteles y Restaurantes 14

Bachillerato en Cultura Turística 14

Bachilleratos en Ley y Sociedad y Psicología Forense 15

Bachilleratos en Educación Tecnológica y Educación Ocupacional 15

Bachillerato en Ciencias Forenses 15

Bachillerato en Diseño de Interiores 15

Bachillerato en Artes Gráficas 16

Bachillerato en Tecnología de la Publicidad Comercial 16

Grado Asociado en Tecnología de Ingeniería de Instrumentación y Sistemas de Control 16

Grado Asociado en Tecnología en Ingeniería Mecánica 16
Grado Asociado en Tecnología Automotriz 17
Otros Programas Académicos 17
Bachilleratos en Finanzas y Gerencia 17
Bachillerato en Sistemas de Oficina 17
Logros Significativos 18
Logros Significativos por Metas Plan Estratégico UPR en Carolina 19
Análisis de Fortalezas y Debilidades 21
Fortalezas 21
Debilidades y Áreas de Desarrollo 21

Introducción

Trasfondo Histórico

La Universidad de Puerto Rico en Carolina (UPRCA) se inauguró el 8 de septiembre de 1974 y comenzó las operaciones educativas el 23 de septiembre de 1974, mediante la Certificación 71 (1973-74) del Consejo de Educación Superior de Puerto Rico (CESPR), bajo la Administración de Colegios Regionales. En 1983 fue acreditada por primera vez por la *Middle States Association of Colleges and Schools.*

En 1997 el Sistema de la Universidad de Puerto Rico comenzó el proceso de descentralización para conceder mayor autonomía a las unidades institucionales. Como producto de este proceso, el 18 de mayo de 1999, el CESPR autorizó el cambio de nombre de Colegio Regional de Carolina a Universidad de Puerto Rico en Carolina. La UPRCA es la única Unidad del Sistema con un calendario académico a base de cuatrimestres, con programas académicos a nivel de Grados Asociados y de Bachilleratos. La UPRCA está compuesta por tres (3) decanatos: Asuntos Académicos, Asuntos Estudiantiles y de Administración. Además, cuenta con la Escuela de Administración de Hoteles y Restaurantes establecida el 17 de noviembre de 2008.

Sobre UPR en Carolina

Misión

La Universidad de Puerto Rico en Carolina es una Institución pública de educación superior que forma parte del Sistema de la Universidad de Puerto Rico. Atiende principalmente las necesidades educativas de la región noreste de la Isla mediante programas de bachillerato, traslados articulados y grados asociados. Es la única unidad del Sistema con un calendario de cuatrimestres en sus ofrecimientos académicos, lo cual posibilita a nuestros estudiantes adelantar el logro de sus metas de estudio y su entrada al mercado laboral.

Ofrecemos una educación centrada en el estudiante que promueve los más altos valores de integridad, ética y excelencia académica a la par con una oferta curricular que armoniza la educación general con la formación especializada. Nuestros programas de estudios desarrollan en nuestros estudiantes los conocimientos de su disciplina, así como destrezas de pensamiento analítico, crítico e investigativo, comunicación efectiva, aprecio por la herencia cultural y respeto por la diversidad.

La Universidad de Puerto Rico en Carolina aspira a formar profesionales con capacidad reflexiva, cooperativa, creativa, gusto por el descubrimiento y aprendizaje continuo, aprecio por los valores éticos y estéticos, además de un alto sentido de responsabilidad, compromiso y deber hacia la sociedad. Como centro de

educación superior, contribuye al análisis y a la formulación de soluciones ante los problemas que enfrenta el país y el mundo dentro de una perspectiva integral y transdisciplinaria comprometida con el desarrollo de una cultura de paz.

Visión

La Universidad de Puerto Rico en Carolina aspira a ser una institución de educación superior que se distinga entre las mejores universidades de Puerto Rico y Latinoamérica. Vislumbramos programas de alto prestigio en las esferas académicas, profesionales e industriales que produzcan egresados preciados por su alta capacidad y desarrollo intelectual. Así, la Universidad de Puerto Rico en Carolina:

- Estará a la vanguardia en la utilización de procesos de enseñanza-aprendizaje centrados en métodos pedagógicos innovadores que incorporen el uso creativo de la tecnología y trasciendan el salón de clases.
- Ofrecerá programas académicos innovadores que respondan a los procesos de globalización y a un mundo en continuo cambio.
- Desarrollará alianzas interuniversitarias que enriquezcan nuestra oferta académica y fomenten el intercambio de diversos marcos teóricos y conceptuales.
- Creará espacios de investigación para profesores y estudiantes que fortalezcan la experiencia educativa y que fomenten la creación de conocimiento.
- Fomentará el desarrollo profesional de su facultad y atraerá educadores e investigadores que sobresalgan en la investigación, docencia y creatividad.
- Ejercerá una participación protagónica en la solución de problemas sociales y económicos de la comunidad a la cual servimos y reforzaremos nuestro compromiso como institución al servicio comunitario.
- Forjará continuamente un profundo respeto por valores éticos, de compromiso y excelencia.

Metas Institucionales

1. Reclutar los mejores estudiantes, primordialmente del área noreste de Puerto Rico y ofrecerles la formación académica, servicios de apoyo y actividades extracurriculares que afiancen su sentido de pertenencia y compromiso hacia la Institución como estudiantes y como egresados.
2. Garantizar una oferta académica de excelencia centrada en el estudiante que armonice la educación general con la formación especializada. Dicha preparación proveerá a los estudiantes los conocimientos y destrezas fundamentales que propicien su éxito profesional.
3. Fomentar y promover un ambiente de investigación y labor creativa en la comunidad académica que aporte a la producción de conocimiento y la solución de problemas en nuestro entorno social.

4. Desarrollar e implantar culturas de avalúo y planificación, dirigidas a fortalecer los procesos de enseñanza-aprendizaje, la efectividad de los ofrecimientos académicos y la eficiencia de los procesos administrativos, fundamentando la toma de decisiones institucionales y administrativas.

5. Proveer a la Institución de una red informática de avanzada que agilice e integre los procesos académicos, de investigación y docencia, así como administrativos y de servicios.

6. Fomentar vínculos con los diversos sectores de la comunidad externa para contribuir a su bienestar y al desarrollo de una mejor calidad de vida.

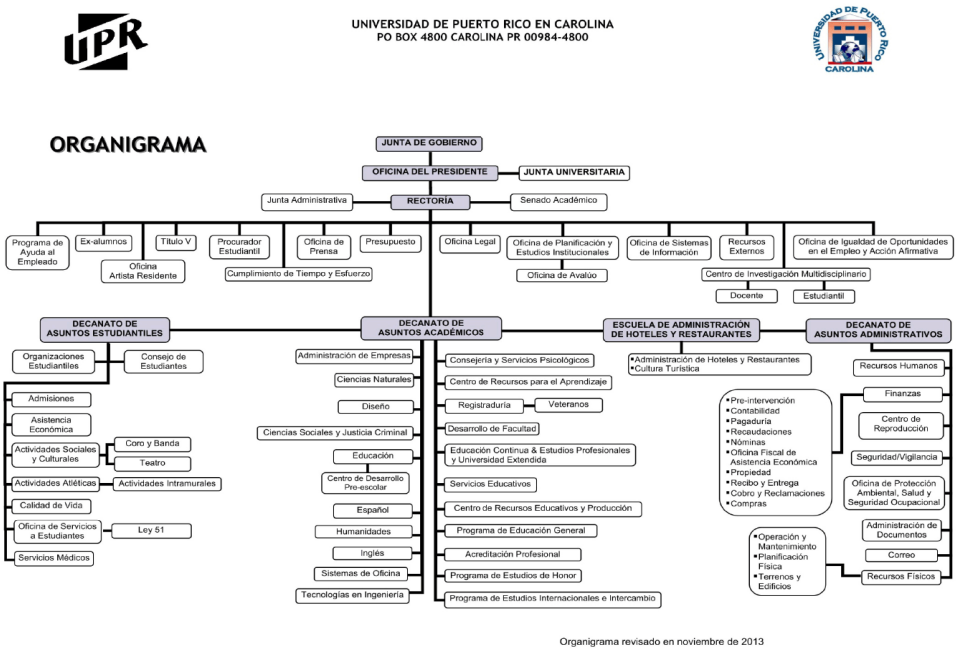
7. Proyectar la Institución a nivel internacional, dentro del marco de la globalización, mediante el establecimiento de consorcios y programas de intercambio que la posicionen como un centro de conocimiento e investigación de calidad.

8. Mantener y conservar los espacios físicos y naturales existentes para propiciar ambientes adecuados al estudio, la investigación y la calidad de vida de la comunidad universitaria.

9. Promover la eficiencia, efectividad y calidad de los servicios institucionales mediante la revisión y simplificación de los procesos administrativos.

10. Fortalecer la imagen institucional como un centro de estudio y cultura, divulgando las ejecutorias y contribuciones de la comunidad universitaria a la vez que se fomentan los vínculos de compromiso, pertenencia y filantropía de todos sus componentes de la, sus egresados y amigos.

Estructura Organizacional

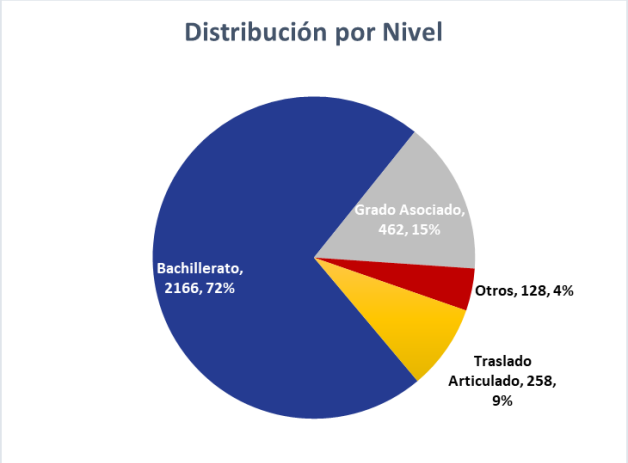


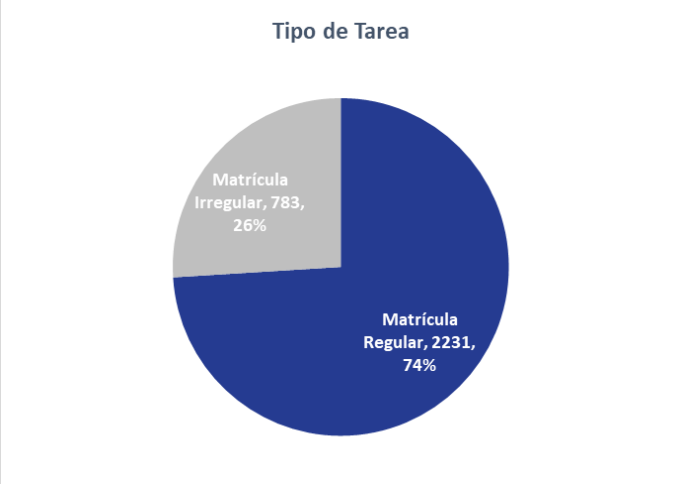
Perfil Institucional

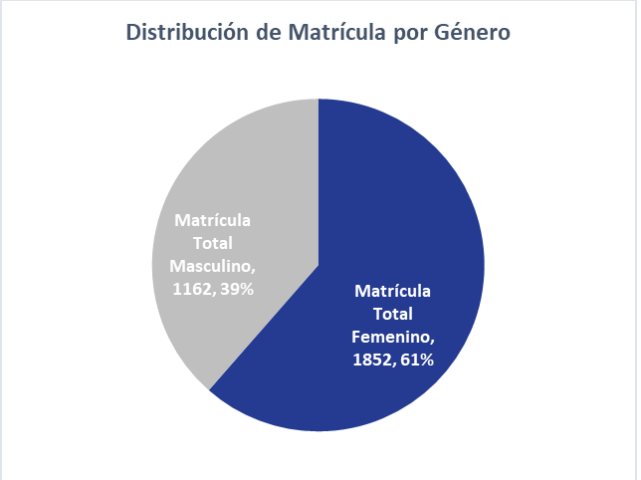
A. Distribución de Matrícula Primer Cuatrimestre

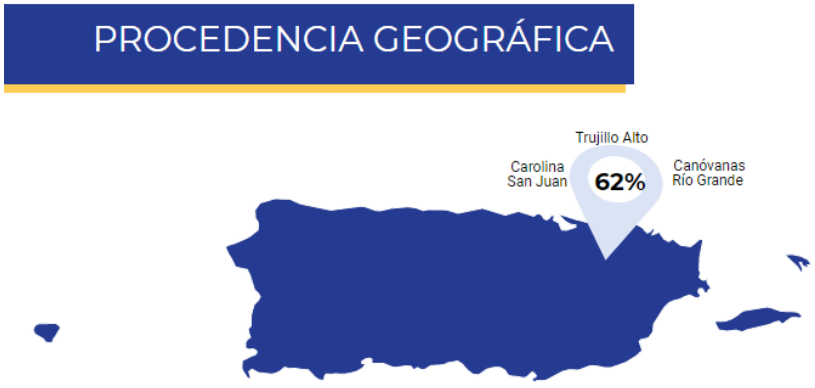
Distribución de Matrícula Total

La matrícula del primer cuatrimestre 2019-2020 fue de 3,014 estudiantes. Más de dos terceras partes de los estudiantes en la UPR Carolina están matriculados en un programa de bachillerato. La matrícula por traslados articulados, permisos especiales y mejoramiento profesional constituyen menos de un 15% de la matrícula total. Los estudiantes se encuentran matriculados mayormente a tiempo completo. Las gráficas a continuación muestran la distribución de la matrícula por tipo de tarea, género y procedencia geográfica.



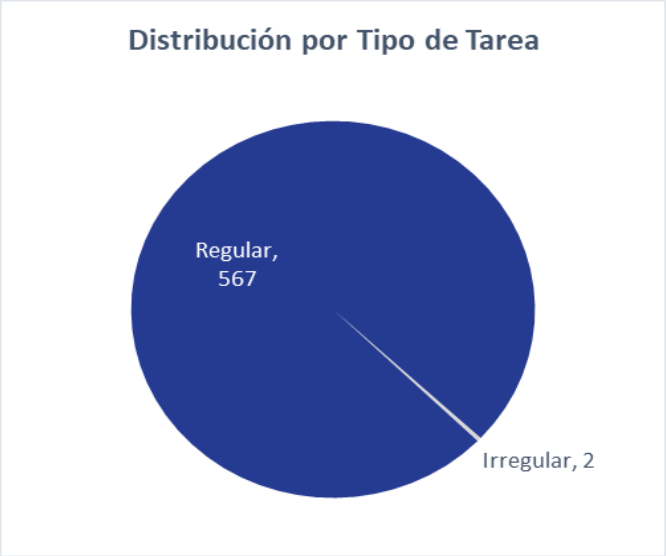


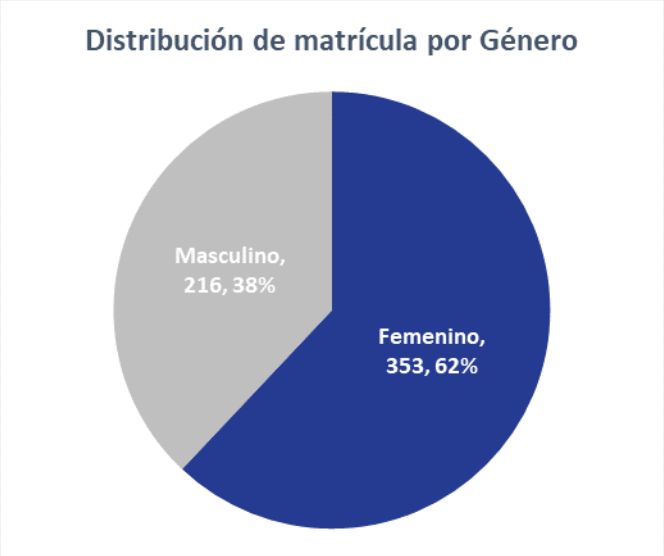


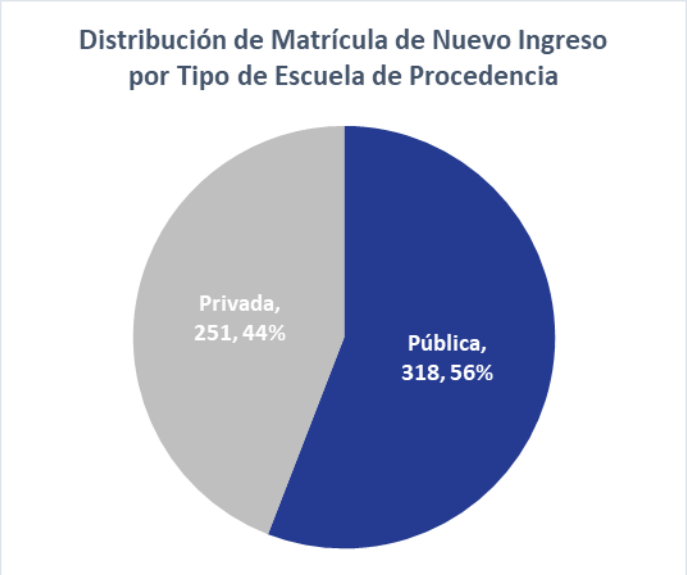


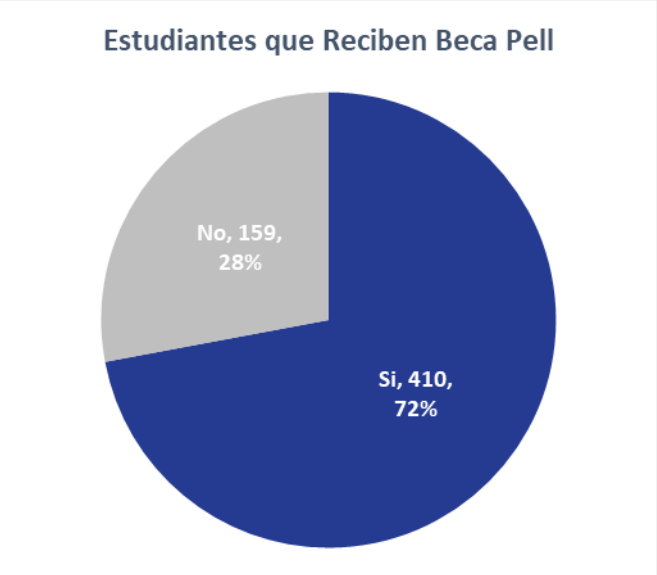
Distribución de Matrícula de Nuevo Ingreso

En el año académico 2019-20 solicitaron admisión a la Universidad de Puerto Rico en Carolina en primera alternativa 1,034 estudiantes. Del total de solicitantes, 761 fueron admitidos (73.6%) y 569 se matricularon (74.8%). Las características generales de los estudiantes matriculados procedentes de escuela superior fueron las siguientes:









Matrícula Nuevo Ingreso Distribución por Edad		
Edad	**Femenino**	**Masculino**
Menores de 18 años	90	43
18-19 años	253	164
20-21 años	5	3
25-29 años	1	1
No se informa	4	5

B. Distribución de Matrícula Total del Primer Cuatrimestre 2019-2020 por Programas

Departamento/Programa	Total	M	F
TOTAL BACHILLERATO	**2371**	**839**	**1532**
Adm. de Empresas - Finanzas	224	123	101
Adm. de Empresas - Gerencia	212	109	103
Administración de Hoteles y Restaurantes	300	90	210
Artes Gráficas	225	127	98
Ciencias Forenses	84	16	68
Cultura Turística	142	23	119
Diseño de Interiores	121	20	101
Educ. Secundaria en Educ. en Tecnología	55	22	33
Educ. Secundaria en Educ. Ocupacional	54	18	36
Justicia Criminal - Ley y Sociedad	343	124	219
Justicia Criminal - Psic. Forense	388	105	283
Tecnología de la Publicidad Comercial	87	17	70
Sistemas de Oficina	136	45	91
GRADO ASOCIADO	**257**	**202**	**55**
Administración de Hoteles y Restaurantes	12	5	7
Diseño de Interiores	8	1	7
Tecnología Automotriz	127	101	26
Tec. de Ing. de Instrumentación y Sistemas de Control	51	47	4
Tec. de Ingeniería Mecánica	59	48	11
TRASLADOS ARTICULADOS	**258**	**76**	**182**
Traslados Articulados al RCM:	132	32	100
Asistente Dental Func. Expandida	49	9	40
Pre-Enfermería	83	23	60
Traslados Articulados al RRP:	8	3	5
Biología	4	2	2
Ciencias en Estudios Interdisciplinarios	1	0	1

Departamento/Programa	Total	M	F
Química	3	1	2
Traslado Articulado UPR Aguadilla:	15	6	9
Biología	15	6	9
Traslados Articulados UPR Bayamón:	40	17	23
Biología	22	9	13
Biología Enfoque Humano	7	4	3
Educación Física Especial y Elemental	11	4	7
Traslados Articulados UPR Cayey:	11	3	8
Biología	5	1	4
Ciencias Naturales	3	1	2
Matemáticas	2	1	1
Química	1	0	1
Traslados Articulados UPR Humacao:	52	15	37
Biología	16	3	13
Biología Marina Costera	6	2	4
Física Aplicada a la Electrónica	14	6	8
Manejo de Vida Silvestre	5	0	5
Microbiología	4	1	3
Química Industrial	7	3	4
Otros	**128**	**45**	**83**
Mejoramiento Profesional	48	19	29
Permiso Especial	80	26	54
GRAN TOTAL	**3014**	**1162**	**1852**

C. Tasa de Retención

A continuación, se presenta la tasa de retención de la UPR Carolina para los últimos cinco años. Aunque los datos muestran una leve reducción de un 1% en comparación con el año 2017, durante el tercer cuatrimestre del 2019-2020 la UPR Carolina comenzó el proceso de reforzar sus iniciativas para mejorar la retención, entre ellas el establecer el Comité Institucional de Retención que surgió como parte de los esfuerzos sistémicos para mejorar la retención a nivel de cada unidad.

Tasa de Retención Institucional del Primer Año al Segundo Año

Año Cohorte	Matrícula	Año Reportado	Tasa de Retención (%)
2014	901	2015	83.5
2015	918	2016	83.2
2016	927	2017	81.0
2017	778	2018	81.3

Tasa de Retención Institucional del Primer Año al Segundo Año			
Año Cohorte	**Matrícula**	**Año Reportado**	**Tasa de Retención (%)**
2018	703	2019	80.4

D. Tasa de Graduación

A continuación, se presenta la tasa de graduación de la UPR Carolina para los últimos cinco años. Los datos muestran un aumento de 1.3% en la tasa de graduación en el 150% del tiempo de la cohorte 2013 en comparación con la cohorte del 2012.

Tasa de Graduación Institucional			
Año Cohorte	**Matrícula**	**Año Reportado**	**Tasa de Graduación (%)**
2009	1137	2015	31.3
2010	815	2016	40.5
2011	735	2017	46.4
2012	946	2018	41.0
2013	971	2019	42.3

A continuación, se presentan los grados conferidos a junio 2019

GRADO	TOTAL
GRAN TOTAL	**590**
Grados Asociados:	**50**
Ciencias Naturales	2
Diseño de Interiores	6
Educación Física – Recreación para Personas con Impedimento	1
Tec. de Ing. Instrumentación y Sistemas de Control	9
Tecnología Automotriz	6
Tecnología en Ingeniería Mecánica	26
BACHILLERATO:	**540**
Adm. de Empresas-Finanzas	39
Adm. de Empresas-Gerencia	41
Administración Hotelera	62
Artes Gráficas	61

GRADO	TOTAL
GRAN TOTAL	**590**
Arte en Educ. Sec. Educación en Tecnología	7
Arte en Educ. Sec. Educación Ocupacional	1
Cultura Turística	23
Diseño de Interiores	18
Justicia Criminal - Forense	114
Justicia Criminal - Ley y Sociedad	99
Sistemas de Oficina	25
Tecnología de la Publicidad Comercial	50

E. Perfil del Personal Docente

Durante el año académico 2019-2020 UPR Carolina contó con un total de 202 docentes, la menor cantidad registrada en los últimos cinco años. Específicamente se ha observado una reducción en el total y la proporción de docentes por contrato con respecto al año 2018.

Tipo de Nombramiento Personal Docentes

Año	Contrato	Probatorio	Permanente	Total
2015	138	16	90	244
2016	160	18	83	261
2017	129	14	74	217
2018	156	14	77	247
2019	117	10	75	202

La distribución por preparación académica del personal docente muestra que, aunque la mayoría del personal ostenta un grado de maestría (52%), la proporción de docentes con grado doctoral ha ido en aumento, reflejando un aumento de 4% con respecto al 2018 y 11% con respecto al 2015.

Preparación Académica Personal Docentes

Año	Bachillerato	Maestría	Doctorado	Total
2015	5	151	89	244
2016	6	153	102	261
2017	3	124	90	217
2018	2	138	107	247
2019	2	105	95	202

F. Otros Datos Estadísticos

A continuación, se muestran estadísticas adicionales que ayudan a mostrar la realidad y contexto de nuestra unidad para el año 2019-2020. Entre las estadísticas presentadas se encuentran análisis de solicitantes, admitidos y matriculados para los últimos cinco años, así como las respectivas tasas de admisión, ocupación, y admitidos/matriculados.

Análisis Estadísticas Solicitantes

A continuación, se muestran las opciones de solicitud de nuevo ingreso durante los últimos cinco años. En el periodo presentado, el 37% de los solicitantes pusieron a UPR Carolina como primera alternativa en la mayoría de los años, incluyendo el 2019-2020. Aunque se ha experimentado una disminución en la cantidad de solicitantes, la proporción de solicitudes en primera alternativa se ha mantenido constante en los últimos dos años en un 37%. Al considerar que aún hay suficiente margen para aumentar el porcentaje de solicitudes en primera alternativa, el plan estratégico de la UPR Carolina ha incluido esto entre sus objetivos, fortaleciendo los esfuerzos de reclutamiento en nuestros programas únicos.

Solicitantes							
Año	**1ra Alt. frecuencia**	**%**	**2da Alt. frecuencia**	**%**	**3ra Alt. frecuencia**	**%**	**Total Solicitantes**
2015	1572	37%	1379	33%	1286	30%	4237
2016	1587	36%	1499	34%	1356	31%	4442
2017	1695	36%	1549	33%	1407	30%	4651
2018	1398	37%	1299	34%	1113	29%	3810
2019	1034	37%	939	34%	818	29%	2791
Gran Total	**7286**	**37%**	**6665**	**33%**	**5980**	**30%**	**19931**

Análisis de Estadísticas de Admitidos

En el análisis de los admitidos, como se presenta en la tabla a continuación, se observa que, en el total de los cinco años, el 66% de los admitidos son en primera alternativa. Mientras que los admitidos en segunda y tercera alternativa constituyen solo el 17% y 18% respectivamente. Cabe destacar que, en los últimos dos años, la proporción de admitidos en primera alternativa es de un 80% en comparación con los años 2015 y 2016 que fue de un 53% y 51% respectivamente. Esto refleja un aumento muy significativo en los admitidos en primera alternativa.

Admitidos							
Año	**1ra Alt. frecuencia**	**%**	**2da Alt. frecuencia**	**%**	**3ra Alt. frecuencia**	**%**	**Admitidos**
2015	591	53%	211	19%	322	29%	1124
2016	597	51%	243	21%	337	29%	1177
2017	775	76%	153	15%	94	9%	1022
2018	664	80%	110	13%	60	7%	834
2019	612	80%	101	13%	48	6%	761
Gran Total	**3239**	**66%**	**818**	**17%**	**861**	**18%**	**4918**

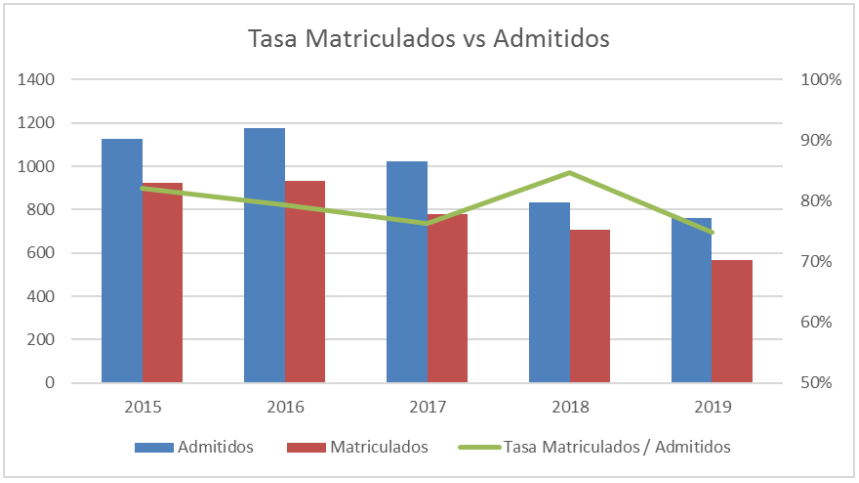
Análisis de Estadísticas de Estudiantes Matriculados de Nuevo Ingreso

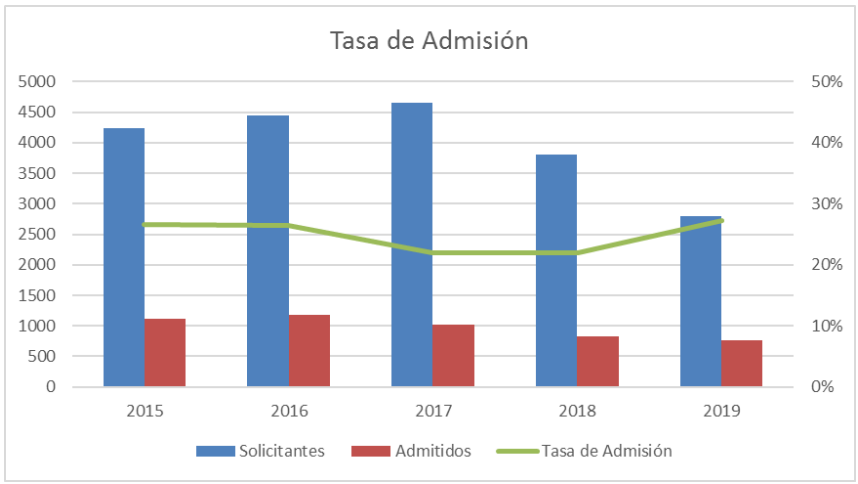
De otra parte, en el periodo analizado en la tabla a continuación se observa que el 79% de los estudiantes admitidos en la institución se matriculan. Además, el 2015 y 2018 presentan las mayores tasas de matriculados con un 82% y 85% respectivamente. Aunque se observa una disminución en la cantidad de admitidos y matriculados, la tasa de matriculados promedio en el periodo presentado es de un 79%. Esto presenta la oportunidad de seguir incorporando esfuerzos para aumentar las tasas de estudiantes matriculados en los distintos programas únicos de nuestra institución.

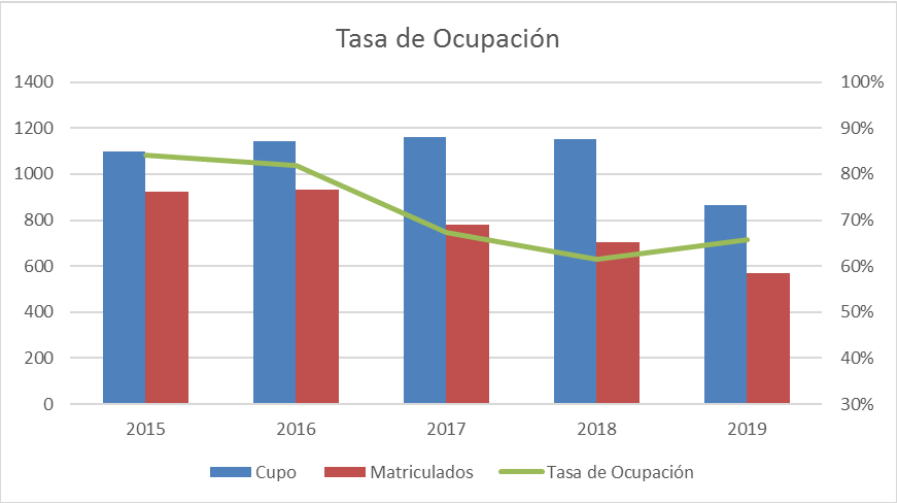
Solicitantes, Admitido y Matriculados Nuevo Ingreso

Año	Solicitantes	Admitidos	Tasa de Admitidos	Matriculados	Tasa de Matriculados
2015	4237	1124	27%	922	82%
2016	4442	1177	26%	934	79%
2017	4651	1022	22%	780	76%
2018	3810	834	22%	706	85%
2019	2791	761	27%	569	75%
Gran Total	**19931**	**4918**	**25%**	**3911**	**80%**

Las gráficas a continuación proveen una mejor ilustración de los cambios en las tasas arriba presentadas a través de estos cinco años.







Ofrecimientos Académicos

A continuación, se presenta la descripción de los programas académicos ofrecidos en UPR Carolina.

Programas Únicos

Escuela de Administración de Hoteles y Restaurantes

Acreditado por: *Accreditation Commission for Programs in Hospitality Administration (ACPHA)*

La escuela ofrece dos grados conducentes a bachillerato; estos son: Bachillerato en Administración de Hoteles y Restaurantes y Bachillerato en Cultura Turística.

El Bachillerato en Administración de Hoteles y Restaurantes brinda la oportunidad de escoger entre dos áreas de énfasis: Administración de Hoteles y/o Administración de Alimentos y Bebidas. La escuela fue la primera institución en ofrecer grados en esta disciplina en la Isla y la primera en ser acreditada en Latinoamérica y el Caribe por la prestigiosa agencia Accreditation Commission for Programs in Hospitality Administration (ACPHA).

Bachillerato en Administración de Hoteles y Restaurantes

Este bachillerato consta de un currículo amplio y variado; contiene cursos de educación general, cursos medulares y cursos dirigidos a las áreas de énfasis para un total de 132 créditos. El estudiar esta disciplina, crea oportunidades a los egresados de planificar, dirigir y coordinar las funciones administrativas y gerenciales en escenarios de trabajo, tales como: hospederías, restaurantes, casinos, recreación y empresas turísticas. También, nuestros graduados son contratados por empresas dedicadas a la importación, ventas y mercadeo de productos y servicios, dependencias gubernamentales, compañías de cruceros, aerolíneas, parques temáticos y en segmentos institucionales relacionadas al servicio de alimentos y bebidas, entre otras.

Bachillerato en Cultura Turística

Este es un programa multidisciplinario enfocado en la industria turística, que consta de 129 créditos. El mismo está diseñado para proporcionar a los estudiantes las competencias profesionales, destrezas y actitudes esenciales para desempeñarse efectivamente como guías turísticos, planificador de excursiones, orientador turístico, docente, o continuar su educación en programas graduados. La naturaleza multidisciplinaria del programa provee a los estudiantes con preparación académica en las áreas del turismo cultural, humanidades e historia, entre otras.

La industria turística, es uno de los sectores más importantes y de mayor crecimiento económico a nivel mundial. Su éxito depende en gran medida de la calidad en la formación académica, el profesionalismo, el compromiso de los recursos humanos y del servicio que éstos brindan. Nuestros egresados, han sido nuestra mejor carta de presentación, representándonos exitosamente a nivel nacional e internacional.

Bachilleratos en Ley y Sociedad y Psicología Forense

El Departamento de Justicia Criminal cumpliendo con el interés y la misión de servir a la comunidad puertorriqueña desde una perspectiva académica y educativa, ha desarrollado un currículo conducente al grado de Bachillerato en Artes en Ciencias Sociales en Justicia Criminal con concentración en Psicología Forense, y en Ley y Sociedad. Estos programas ofrecen un currículo moderno interdisciplinario que consta de 127 créditos. Se caracteriza por la formación teórica y metodológica en el campo de la Justicia Criminal dentro de un enfoque humanístico. Los programas se ofrecen en dos modalidades: a distancia o presencia y el estudiante tiene la alternativa de combinar ambas modalidades. Los egresados pueden emplearse en cualquiera de los componentes básicos del sistema de justicia criminal, a saber: tribunales de justicia, instituciones correccionales, instituciones juveniles, Policía de Puerto Rico, Junta de Libertad Bajo Palabra, programas correccionales comunitarios, programas privados de rehabilitación y en programas de servicio. También pueden desempeñarse como enlace entre componentes del sistema y toda la amplia gama de agencias y servicios relacionados con el sistema de justicia criminal, tanto público como privado.

Bachilleratos en Educación Tecnológica y Educación Ocupacional

Los Bachilleratos en Artes en Educación Secundaria con concentración en Educación en Tecnología y en Educación Ocupacional están orientados a preparar maestros capaces de organizar, administrar y enseñar programas de educación tecnológica y ocupacional en las escuelas secundarias públicas y privadas, así como en los institutos tecnológicos con un currículo de 129 créditos. Por ser los únicos programas del Sistema que atienden estas especialidades, se reciben estudiantes y maestros, de toda la Isla que tienen el propósito de realizar un bachillerato, una especialidad adicional o completar los requisitos de certificación de maestro establecidos en el Departamento de Educación de Puerto Rico (DEPR). Aquellos interesados en obtener la Certificación de Maestros del DEPR, deben tener un promedio mínimo general (GPA) de 3.00 y aprobar el examen de Certificación de Maestros (PCMAS).

Bachillerato en Ciencias Forenses

El Bachillerato de Ciencias con concentración en Ciencias Forenses innovador programa que comenzó a ofrecerse en enero de 2019. Este Programa que consta de 132 créditos, aspira a contribuir a la formación académica de científicos e investigadores forenses que formarán parte de los profesionales al servicio de la justicia global en su rol de descubrir la verdad en los diversos escenarios de investigación criminal y legal.

Su misión es proveer a los estudiantes una educación de excelencia que les permita desarrollar las competencias necesarias para ejercer carreras profesionales como científicos forenses en laboratorios de criminalística, toxicología e investigación forense, así como en agencias y divisiones de investigación criminal y legal a nivel estatal, federal e internacional.

El egresado podrá ejercer como investigador forense, técnico de evidencia, especialista de evidencia en trazas, serólogo, analista de ácido desoxirribonucleico (ADN), toxicólogo, analista de sustancias controladas, químico forense, y examinador de armas de fuego y huellas digitales, entre otros.

Bachillerato en Diseño de Interiores

El programa de Diseño de Interiores prepara al estudiante para planificar espacios, seleccionar y adquirir mobiliario, así como materiales de revestimiento. El currículo de 132 créditos, integra los conocimientos prácticos, teóricos, históricos, técnicos y estéticos, indispensables al momento de planificar espacios interiores y solucionar problemas de diseño. Este bachillerato está enfocado en el Diseño Interior Verde o eco-amigable, ya que pretende crear profesionales capaces de diseñar espacios seguros, eficientes y

estéticamente agradables, pero procurando la conservación de recursos energéticos, agua y materiales, entre otros.

El egresado está capacitado para desempeñarse en las áreas de Diseño de espacios interiores residenciales, comerciales e institucionales, Consultoría en Diseño Verde, Planificación espacial interior (Space Planning), Negocio propio, Miembro de un equipo de diseño o arquitectura, Gerente de Proyectos (Project Manager), Encargado de la sala de exposiciones (Showroom Manager), Diseño de exhibiciones, Decoración de eventos o instalaciones efímeras.

De igual manera posibles alternativas para continuar estudios graduados o de mejoramiento profesional: Maestría en Diseño de Interiores, Arquitectura, Arquitectura Paisajista, Diseño Gráfico, Diseño Industrial, Ingeniería y Educación en diversas especialidades, entre otras.

Bachillerato en Artes Gráficas

El estudiante egresado al cumplir con sus 128 créditos está capacitado para utilizar los elementos gráficos que se aplican en el desarrollo de un boceto y en un diseño listo para ser impreso. El egresado utiliza programados especializados para ilustrar y diseñar, así como para manipular y construir imágenes que forman parte del diseño. También, tiene los conocimientos y destrezas necesarias para investigar los atributos de un producto y desarrolla estrategias para solucionar problemas de diseño en la conceptualización de un empaque. Conoce las estrategias apropiadas para crear una página Web.

Bachillerato en Tecnología de la Publicidad Comercial

El egresado de Publicidad Comercial puede manejar elementos del lenguaje estético y terminología de los procesos de producción y los géneros de programación radial y televisiva. Igualmente, puede redactar textos para cuñas publicitarias, programas radiales y programas televisivos. Diseñar, producir y dirigir proyectos radiales y televisivos, utilizando los elementos necesarios para este fin.

Grado Asociado en Tecnología de Ingeniería de Instrumentación y Sistemas de Control

La filosofía del programa de Tecnología de Ingeniería de Instrumentación y Sistemas de Control tiene sus fundamentos en una revisión general de la educación como elemento esencial de nuestra sociedad. El conocimiento que adquieren nuestros estudiantes mediante un currículo de 73 créditos contribuye al desarrollo económico del país, ya que aspiramos a preparar un personal que responda a las exigencias de una industria cada día más automatizada, esto desde una perspectiva humanista. Este programa provee tecnólogos competentes en el campo de la automatización industrial y con una educación técnica sólida en controladores lógicos programables (PLC) para lograr su éxito tanto en la industria local como internacional.

Al culminar los estudios los egresados pueden desempeñarte en alguna de las siguientes áreas, negocio propio en programación de sistemas de control, técnico instrumentista y técnico de calibración entre otros.

Grado Asociado en Tecnología en Ingeniería Mecánica

El programa de Tecnología en Ingeniería Mecánica se diseñó con el objetivo principal de capacitar al estudiante para entender cabalmente el funcionamiento y reparación de los equipos, maquinarias y accesorios que se utilizan en la industria moderna. También se capacita al estudiante para reconocer y diagnosticar dificultades que afectan el buen funcionamiento y productividad de la industria, al igual que tomar decisiones respecto a la forma de solucionar los problemas.

Una de las particularidades más importantes de este programa, lo constituye el hecho de no estar orientado específicamente a ningún tipo particular de industria. El programa cubre más bien aquellos elementos o aspectos que son denominadores comunes en la mayoría de las industrias a través de los 72

créditos de su currículo. Esto representa una gran ventaja para los egresados, pues pueden optar por trabajar en una mayor variedad de industrias o empresas que aquellos que terminan programas muy especializados. Se provee a los graduados con las destrezas y conocimientos para una carrera técnica exitosa en el campo del mantenimiento industrial en un mundo tecnológico de rápido cambio.

El egresado del programa puede ser empleado en cualquier industria en el área de mantenimiento. En esta fase él puede asignar, dirigir y supervisar la labor de mecánicos y sus auxiliares, ordenar las reparaciones que estime necesarias, efectuar aquellas que requieren mayor pericia, hace requisiciones para piezas nuevas, informar a su supervisor sobre las necesidades de reemplazo de equipo y rendir informes sobre la labor realizada por los empleados a su cargo. Al culminar los estudios puedes desempeñarte en una de las siguientes áreas, negocio propio, técnico de electricidad, técnico en refrigeración y soldadura y vendedor de equipo industrial.

Grado Asociado en Tecnología Automotriz

El Programa de Tecnología Automotriz se ha mantenido a la vanguardia de los adelantos tecnológicos y ha venido introduciendo esos elementos en los ofrecimientos actuales con el propósito de preparar a los estudiantes para las exigencias de los talleres modernos. Su currículo de 68 o 69 créditos, incluye cursos que describen los adelantos modernos del automóvil, una práctica en un ambiente de trabajo real y el manejo de un taller de servicios. Se incorporan, algunos elementos de autoempleo para estimular el establecimiento de negocios privados que ofrezcan los servicios de reparación y mantenimiento automotriz. Una vez el estudiante culmina los estudios puedes desempeñarte en las áreas de negocio propio en talleres de mecánica automotriz, reparación y venta de auto-partes, perito automotriz y técnico de servicios.

El Programa de Tecnología Automotriz, tiene acuerdos colaborativos en la industria con varias empresas que dan experiencia profesional directa al estudiante y entre las que se encuentran TTI, PR, American Honda, Bella International, Ford Motors Company, Cummins Caribbean.

Otros Programas Académicos

Bachilleratos en Finanzas y Gerencia

Acreditado por: *Accreditation Council for Business and Programs (ACBSP)*

El Bachillerato en Administración de Empresas con concentraciones en Finanzas y Gerencia desarrolla al máximo la riqueza intelectual del estudiante creando una cultura que promueve enlaces en el mundo empresarial, la actualización del programa académico, la investigación y el avalúo como parte del desarrollo de una comunidad de enseñanza-aprendizaje. El programa capacita a los estudiantes para enfrentar los retos económicos y sociales en una economía globalizada con énfasis en los valores y la honestidad en la toma de decisiones. Al culminar los estudios los egresados pueden destacarse como gerentes, establecer su negocio propio, como consultor de inversiones y otras labores relacionadas.

Bachillerato en Sistemas de Oficina

Acreditado por: *Accreditation Council for Business and Programs (ACBSP)*

El bachillerato de Sistemas de Oficina está dirigido hacia nuevos procedimientos y tecnología moderna que capaciten al profesional de oficina para tener el éxito en el ambiente de trabajo de hoy. Este bachillerato desarrolla un recurso humano con destrezas de información y tecnológicas como también con competencias, valores éticos y culturales esenciales para ser un Profesional Administrativo integral como lo exige el ambiente laboral, social y global.

Al estudiante culminar sus 131 créditos pueden desempeñarte como Asistente Administrativo en empresas, organizaciones o instituciones, tales como en áreas de Comercio, Mercadeo, Banca, Áreas de Salud, Educación, Rama Judicial entre muchos otros.

Logros Significativos

Educación a Distancia

En respuesta a la creciente demanda de cursos en línea, el ofrecimiento aumentó en un 40% y se observó un aumento de 12% en la variedad de cursos en línea que se ofrecen en la institución.

Desarrollo de Plataforma para Servicios a Distancia a Estudiantes con Impedimentos

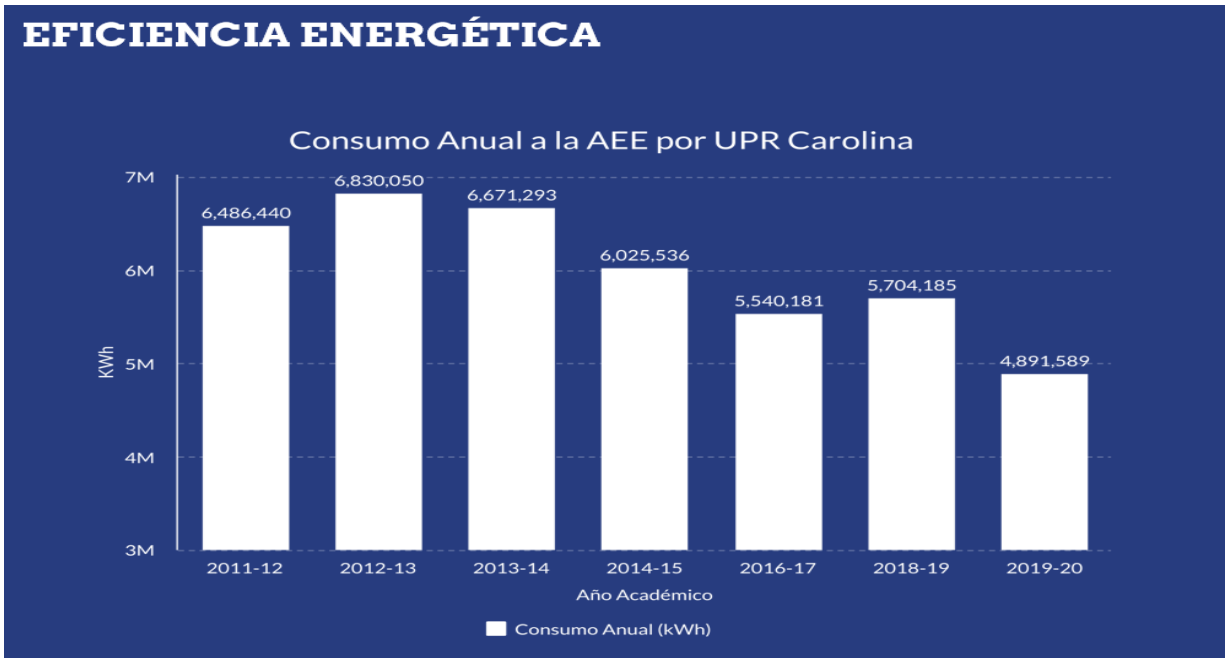
Con el propósito de facilitar el ofrecimiento de los servicios a los estudiantes con impedimentos, la Oficina de OSEI utilizó la plataforma desarrollo.upr.edu para ofrecer a la población de estudiantes con impedimentos todos los servicios que se ofrecían presencialmente, pero de manera remota.

Digitalización del Proceso para Crear Programas Docentes y Auto alimentación de Base de Datos

Establecer un sistema completamente digital para registrar los programas docentes y alimentar una base de datos con múltiples variables de impacto presupuestario, aumentando considerablemente la visibilidad de información a nivel de docentes y cursos. Además, se establecieron la integración de varias plataformas para permitir la firma completamente digital de los programas docentes, aumentando el cumplimiento con la política de Cero Papel en la institución y garantizando la seguridad de los empleados durante la pandemia.

Aumento en Eficiencia Energética mediante el uso de Energía Renovable

En el proceso de reducir el consumo de kilovatios de energía, la institución adquirió e instaló 16 unidades “mini-splits” y los paneles solares necesarios para los salones académicos del Edificio C. Esto con el propósito de seguir reduciendo el consumo energético en la institución y fomentar una política de energía limpia.



Logros Significativos por Metas Plan Estratégico UPR en Carolina

Objetivos Plan Estratégico UPR Carolina 2013-2017	Metas Plan Estratégico Sistémico 2017-2022	Logros Significativos
Aumentar la demanda por los programas de la Institución	Enriquecer la oferta académica con programas académicos pertinentes, diferenciados y competitivos a través de diversas modalidades que respondan a la evolución y los requerimientos de las disciplinas, las profesiones y el mercado laboral, tanto en el país como a nivel global, el reclutamiento de estudiantes y docentes, a la vez que atiende las necesidades de desarrollo profesional continuo del capital humano.	**Decanato Académico** -Aumento de un 40% en el ofrecimiento de cursos en línea. -Aumento de un 12% de la variedad de cursos en línea. -Aprobación por la Junta de Instituciones Postsecundaria (JIP) del Certificado Profesional de Trastornos Relacionados a Sustancias. -Dos grados asociados adscritos a la DECEP (único en el Sistema UPR): Administración de Hoteles y Diseño de Interiores.
Cultura Tecnológica		
Institucionalizar una cultura de planificación estratégica y avalúo	Fortalecer los procesos de avalúo de los programas y del aprendizaje estudiantil para apoyar su mejoramiento sostenido, mediante la integración de sistemas y tecnologías complementarias y la articulación entre los niveles de programas, subgraduados y graduados, de las unidades académicas y el sistema UPR.	**Decanato Académico** -Fortalecimiento en la estructura administrativa con la asignación de tres créditos en equivalencia por funciones administrativas a los coordinadores de avalúo.
Gestión Sostenible		
Aumentar y diversificar las fuentes de ingreso de la Institución	Convertir la institución en un ente eficiente que contribuya a su sostenibilidad presupuestaria, incorporando en la formación de sus estudiantes las competencias de autogestión, a la vez que sirve de modelo a entidades en y fuera del País.	**Rectoría - Oficina de Presupuesto** -Identificar y cubrir la brecha fiscal que resulta de la reducción en la asignación de los provenientes del Fondo General con los fondos propios generados a través de la UNEX para no afectar el servicio y calidad de la enseñanza. -Agilizar y digitalizar el proceso de trámite para evaluación y análisis de las transacciones que se reciben en la oficina de Presupuesto. -Diseñar y establecer de forma digital la base de datos que se trabajaba manualmente necesaria en la toma de decisiones (70%) completado.
Fortalecer el sentido de pertenencia	Optimizar las operaciones de la universidad en respuesta a los cambios fiscales y ajustes presupuestarios mediante las mejores prácticas académicas, administrativas, tecnológicas y de reingeniería de procesos.	**Decanato Académico** Migración de los servicios de Biblioteca 100% en línea. Contacto directo con los estudiantes en horario de servicio.

Objetivos Plan Estratégico UPR Carolina 2013-2017	Metas Plan Estratégico Sistémico 2017-2022	Logros Significativos
		Decanato de Estudiantes A través de la plataforma desarrollo.upr.edu permitió brindar todos los servicios presenciales que ofrece la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) de forma remota. La misma le ofrece al estudiante la oportunidad de someter la documentación requerida, solicitar acomodos razonables, asistir a entrevistas iniciales, de consejería o de seguimiento, interactuar con el personal a través de una sala virtual (Big Blue Button), mantenerse orientado sobre procesos administrativos, entre otros. Decanato Administración -Impacto significativo en la reducción de consumo en KW mediante la implantación de energía renovable en los siguientes: -Compra e instalación de 16 unidades mini-splits que funcionan con energía solar para salones académicos C (proyecto institucional de eficiencia energética). -Compra e instalación de paneles solares para edificio académico C (proyecto institucional de eficiencia energética). -Se logró que el 85% de las agencias (third party) se acogieran al pago mediante transmisión electrónica. El restante 15% no cuentan con las facilidades para este servicio. Rectoría - Oficina de Sistemas de Información -Configuración de VPN a las computadoras portátiles para que el personal pueda atender desde sus hogares las llamadas telefónicas que reciben en sus extensiones. -Instalación de antenas (AP) 1er piso del estacionamiento para 100 acceso a WIFI. Rectoría - Programa de Ayuda al Empleado -Los empleados participaron de actividades de capacitación grupal y de asesoría individual, orientadas al manejo de cambios y al mejoramiento continuo de su desempeño

Análisis de Fortalezas y Debilidades

Fortalezas

El sistema de cuatrimestre, el cual es único en el sistema de la UPR, facilita que el estudiante pueda culminar sus estudios e integrarse al mercado laboral de manera más rápida. Además, este sistema nos permite lograr tres recaudos al año en adición a las secciones de verano.

Otra fortaleza de la institución es que contamos con un 83% de oferta académica única. El 68% de la matrícula total se encuentra matriculado en estos programas. Continuar fortaleciendo el reclutamiento en estos programas académicos disminuye la competencia por estudiantes dentro del sistema UPR, lo que resulta particularmente importante entre las unidades ubicadas dentro de una misma área geográfica.

En la generación de ingresos o actividades autosustentables, la institución cuenta con la División de Educación Continua y Estudios Profesionales (DECEP) y la Universidad Extendida (UNEX). La DECEP facilita la adquisición de destrezas profesionales a los miembros de la comunidad externa, incluyendo desarrollo profesional, certificaciones y cursos sin crédito, y programas para estudiantes en escuela superior. Por otro lado, la UNEX ofrece tanto a la población no tradicional la oportunidad de tomar cursos en horario nocturno y a distancia. Aunque es importante desatacar que cada vez aumenta más la demanda por cursos a distancia por aquellos considerados como “Estudiantes Tradicionales”.

Otra fortaleza importante a destacar es la implementación del programa de capacitación de docentes en la educación a distancia, así como el aumento constante en la cantidad de cursos nuevos que se crean bajo esta modalidad. Para el año académico 2019-20 se ofrecieron un total de 192 secciones en 77 cursos diferentes.

Debilidades y Áreas de Desarrollo

La infraestructura de la institución tiene sobre 40 años, lo que hace que requiera mantenimiento constante para contar con una planta física en óptimas condiciones.

La poca actividad de investigación docente y estudiantil es otra área que requiere ser reforzada. Es necesario crear perfiles de los investigadores en UPR Carolina, incluyendo identificar sus líneas de investigación para fortalecer y aumentar la posibilidad de atraer fondos externos. También es necesario revisar las guías institucionales para la investigación y el porcentaje de costos indirectos adjudicados a las propuestas.

Es necesario continuar asignando recursos dirigidos a desarrollar procesos administrativos eficientes y ágiles. Además, resulta imprescindible continuar fortaleciendo la visibilidad de datos en todos los niveles de la institución para informa la toma de decisiones.

Appendix 25

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¡CONÉCTATE CON NOSOTROS...
ESTAMOS PARA AYUDARTE!

Estudiante… Aquí encontrarás diversos enlaces a documentos de gran importancia para continuar con tus cursos en la modalidad en línea.

Talleres ofrecidos en línea:

Videoconferencia: Uso y Manejo de Moodle (26 de agosto de 2020) por personal de Educación a Distancia UPR Carolina (Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del Taller

Videoconferencia: Uso y Manejo de Moodle (4 de agosto de 2020) por personal de Educación a Distancia UPR Carolina (Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del Taller

Moodle UPR: http://online.upr.edu

¿Cómo descargar la aplicación de Moodle?

¿Cómo acceder a la plataforma de Moodle UPR Carolina?

Moodle UPR Carolina - Guía completa para el Estudiante

Vídeo sobre Navegación en Moodle

Video-tutoriales de Moodle para Estudiantes

¿Cómo participar de un Foro de discusión en Moodle?

¿Cómo entregar una tarea en Moodle?

¿Cómo realizar una prueba corta o examen en Moodle?

Información sobre Educación en Línea ESTUDIANTES

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¿Cómo ver las calificaciones en Moodle?

¿Cómo completar la evaluación final del curso en Moodle?

Herramientas en la Web:

Requisitos de equipo y tecnología para cursos en línea

Acceso a videoconferencia en BigBlueButton

Herramienta gratuita de Microsoft Office 365 (Word, PowerPoint, Excel)

Tutorial sobre cómo usar herramienta de Google Hangouts Meet

Cómo grabar un vídeo o pantalla de computadora en ScreenCastOMatic

Instrucciones para activar cuenta Office 365

Microsoft Teams - UPR Carolina

Para grabar videos (grabar videos en su computadora o celular).

- Screencastomatic (https://screencast-o-matic.com/). Tutorial (https://drive.google.com/file/d/110LMBSIvEfegNtH4Lxmt75iSDRcL17_x/view?usp=sharing)
- Quicktime Player (https://support.apple.com/es-co/HT201066)
- Screenrecording usando PowerPoint https://drive.google.com/file/d/1fXrQey-eChA4pwYqqbjP7W4itsiNLcM5/view?usp=sharing

- Screencast https://www.albertogrados.org/2020/03/como-crear-una-sesion-de-clase-en-video.html?m=1

Para grabar audios - Grabar voz (archivos de audio)

- Grabar desde un iphone (https://support.apple.com/es-co/guide/iphone/iph4d2a39a3b/ios)
- Grabar voz desde un Android (https://academy.izi.travel/es/help/production/voice-recording-on-an-android-smart-phone-and-transferring-audio-files-to-a-computer/)

Herramientas de Comunicación para trabajos grupales:

Para comunicarse y hacer el trabajo de forma grupal, sin tener que verse físicamente, pueden utilizar aplicaciones tales como Google Drive

Pueden utilizar Google Hangout para video conferencia entre los grupos

Pueden compartir tareas y/o ideas a través de la aplicación Google Keep

Todas estas aplicaciones las pueden trabajar utilizando el correo electrónico institucional @upr.edu o con una cuenta de Gmail.

Otros recursos de interés:

Lista de libros gratis para descargar

Met ofrecerá ópera gratis en su web cada noche mientras dure la crisis del Covid-19

Scholastic is offering free online courses so your kids can keep learning

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¡CONÉCTATE CON NOSOTROS...
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50 museos virtuales que puedes visitar gratis sin salir de casa
La Filarmónica de Berlín abre gratuitamente su Digital Concert Hall durante un mes
Teatroteca abre al público 1.500 obras de teatro gratis para ver en tu PC o móvil
Películas gratis para pasar la cuarentena
Here are 450 Ivy League courses you can take online right now for free

Servicios Bibliotecarios en Línea:

La Biblioteca José P. Fernández Miranda de la Universidad de Puerto Rico en Carolina anuncia a la comunidad la disponibilidad de varios servicios útiles en estos momentos que tenemos que trabajar y estudiar remoto. Los servicios son:

Biblioteca digital - disponible desde la siguiente dirección www.upr.edu/biblioteca-uprc . La biblioteca cuenta con colecciones de recursos bibliográficos como eBooks, Bases de datos bibliográficas, vídeos, fuentes de referencia.

Pregúntale a tu bibliotecario- servicio de consulta por chat y correo electrónico disponible desde la biblioteca digital. El servicio de chat funciona de lunes a viernes. Los usuarios pueden tener respuesta de un bibliotecario para localizar ebooks, artículos de revistas y otras fuentes de información digitales.

UPR-Carolina Escribe- servicio que provee material de apoyo para redacción de trabajos académicos como bosquejos, bibliografías anotadas, ensayos y monografías. Este servicio se encuentra disponible en la biblioteca digital.

Todos estos servicios son exclusivos para estudiantes y facultad de nuestra institución. ¡Aprovecha esta oportunidad!

Información sobre Educación en Línea ESTUDIANTES

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¡CONÉCTATE CON NOSOTROS...
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¿Dudas, preguntas o inquietudes? Comunícate con nosotros:

Correo electrónico: uprc.adistancia@upr.edu

Síguenos en las redes sociales:

Facebook: *https://www.facebook.com/EaDUPRCarolina/*

Twitter: *https://twitter.com/EaDUPRCarolina*

Instagram: *https://www.instagram.com/ead_uprcarolina/*

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Información sobre Educación en Línea PROFESORES

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PERSONAL DOCENTE

Aquí encontrarán diversos enlaces a documentos de gran importancia para continuar con los cursos en la modalidad en línea.

Talleres ofrecidos en línea:

Taller 1: Uso Básico de Moodle (18 marzo 2020) por personal de Educación a Distancia UPR Carolina (Prof. Rosana Torres, Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del Taller

Taller 2: Screencast-o-Matic: Grabando un video para tu curso a distancia (20 marzo 2020) por personal de Educación a Distancia UPR Carolina (Prof. Rosana Torres, Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del taller

4to Encuentro Sistémico: Webinar Evaluando experiencias virtuales en tiempos de crisis (20 marzo 2020) por Dr. Juan Tito Meléndez, Oficina de Educación a Distancia Recinto de Río Piedras y Vicepresidencia de Programas Profesionales y Educación a Distancia.

Grabación del Webinar

Taller: Herramienta de Microsoft Teams - Classrooms para creación de cursos en línea (20 marzo 2020) por personal de SoftwareOne y Microsoft

Grabación del Taller

Información sobre Educación en Línea PROFESORES

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Taller 3: Google Meet: Herramienta para Videoconferencia (23 marzo 2020) por personal de Educación a Distancia UPR Carolina (Prof. Rosana Torres, Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del taller

Taller 4: Servicios Bibliotecarios en Línea (26 marzo 2020) por personal de Biblioteca UPR Carolina (Dra. Ana I. Medina, Bibliotecaria)

Grabación del taller Presentación del taller

Taller 5: Portal UPR: Uso y manejo (26 marzo 2020) por personal de Educación a Distancia UPR Carolina (Prof. Rosana Torres, Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del taller

5to Encuentro Sistémico: "Emociones en los procesos educativos asistidos por tecnologías de la Internet" (27 marzo 2020), por el Dr. José Ferrer López, director de Educación Continua y Educación a Distancia del Recinto Universitario de Mayagüez.

Grabación del Taller

Taller 6: Uso de CamScanner y GDrive para Digitalizar recursos (27 marzo 2020) por personal de Educación a Distancia UPR Carolina (Prof. Angel D. Millán Hernández, Coordinador)

Grabación del taller Presentación del taller

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Taller 7: Taller: Manejo y evaluación: Calificaciones en Moodle (1 abril 2020) por personal de Educación a Distancia UPR Carolina (Prof. Rosana Torres, Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del taller

6to Encuentro Sistémico: "Cómo aplicar el acomodo razonable en los cursos a distancia y cursos presenciales en la modalidad asistida por tecnologías alternativas para la continuidad académica" (1 mayo 2020), por Dra. Yesenia Hernández Santiago y Sra. Alexy Ramírez, UPR Carolina.

Grabación del Webinar Presentación del Webinar

Taller 8: Creación, diseño y migración de Exámenes en Moodle (5-mayo-2020) por personal de Educación a Distancia UPR Carolina (Prof. Rosana Torres, Dra. Yesenia Hernández y Srta. Nathalia Colón)

Grabación del taller Presentación del taller

Continuidad Académica: Apoyo al Profesor Este portal es una herramienta que ha desarrollado la Vicepresidencia de Programas Profesionales y de Educación a Distancia de UPR, con el apoyo de los miembros de la Junta Asesora de Educación a Distancia, con el propósito de unir esfuerzos a nivel sistémico, y dar paso a la modalidad de enseñanza mediante métodos asistidos por tecnologías en línea. En la misma encontrará enlaces de interés como guías de manejo y uso, guías de mejoras prácticas, plantillas y ejemplos de cursos en las diferentes plataformas de gestión de aprendizaje. De igual manera, tiene a su alcance una amplia variedad de herramientas tecnológicas, recursos y contenidos instruccionales los cuales le serán de ayuda en el proceso de transición para la enseñanza en línea a nuestra comunidad universitaria.

Información sobre Educación en Línea PROFESORES

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Moodle UPR: http://online.upr.edu

¿Cómo descargar la aplicación de Moodle?

¿Cómo acceder a la plataforma de Moodle UPR Carolina?

Moodle UPR Carolina - Guía completa para el Profesor

Vídeo sobre Navegación en Moodle

Tutorial de Migración de ítems de Exámenes

Ver Historial de Actividades y Participación del Estudiante en Moodle

Cómo brindar una reposición de pruebas o exámenes a estudiantes en Moodle

Extender fechas de actividades de Tareas de Moodle a un solo estudiante

Extender fechas de actividades de Tareas de Moodle a varios estudiantes

Función para Ecuaciones en Editor de Textos de Moodle

Conceder más tiempo al intento de examen ya tomado por un estudiante en Moodle →

(También puede consultar este enlace para instrucciones por escrito: https://discover.trinitydc.edu/moodle/2019/10/09/how-do-i-allow-a-single-student-to-continue-their-existing-quiz-attempt/)

Otros recursos:

Estructura para un curso completamente en línea
Ejemplo de Comience Aquí (Guía inicial del curso que el profesor debe incluir al inicio)
Estructura para cursos presenciales en modalidad asistida por tecnologías alternativas
Tutorial uso del Portal UPR, Guía para enviar mensajes
Requisitos de equipo y tecnología para cursos en línea
Creación y acceso a videoconferencia utilizando BigBlueButton
Tutorial videoconferencia Bigbluebutton de la UPR (acceder desde http://bbb.upr.edu)
Acceso a videoconferencia en BigBlueButton
Herramienta gratuita de Microsoft Office 365 (Word, PowerPoint, Excel)

Información sobre Educación en Línea PROFESORES

CORREO ELECTRÓNICO: UPRC.ADISTANCIA@UPR.EDU
FACEBOOK: HTTPS://WWW.FACEBOOK.COM/EADUPRCAROLINA/
TWITTER: HTTPS://TWITTER.COM/EADUPRCAROLINA
INSTAGRAM: HTTPS://WWW.INSTAGRAM.COM/EAD_UPRCAROLINA/

¡CONÉCTATE CON NOSOTROS...
ESTAMOS PARA AYUDARTE!

Tutorial sobre cómo usar herramienta de Google Hangouts Meet
Taller de Classroom
Cómo hacer Screenrecording con Microsoft PowerPoint
Cómo crear una sesión de clase en vídeo en formato screencast
Cómo grabar un vídeo con o sin pantalla de computadora en ScreenCastOMatic
Kahoot premium GRATIS mientras dure la situación del COVID-19

Herramientas de Comunicación para trabajos grupales:

Para comunicarse y hacer el trabajo de forma grupal, sin tener que verse físicamente, pueden utilizar aplicaciones tales como Google Drive

Pueden utilizar Google Hangout para video conferencia entre los grupos

Pueden compartir tareas y/o ideas a través de la aplicación Google Keep

Todas estas aplicaciones las pueden trabajar utilizando el correo electrónico institucional @upr.edu o con una cuenta de Gmail.

Otros recursos de interés:

Lista de libros gratis para descargar

Met ofrecerá ópera gratis en su web cada noche mientras dure la crisis del Covid-19

Scholastic is offering free online courses so your kids can keep learning

50 museos virtuales que puedes visitar gratis sin salir de casa
La Filarmónica de Berlín abre gratuitamente su Digital Concert Hall durante un mes

Teatroteca abre al público 1.500 obras de teatro gratis para ver en tu PC o móvil

Películas gratis para pasar la cuarentena

Here are 450 Ivy League courses you can take online right now for free

Servicios Bibliotecarios en Línea

La Biblioteca José P. Fernández Miranda de la Universidad de Puerto Rico en Carolina anuncia a la comunidad la disponibilidad de varios servicios útiles en estos momentos que tenemos que trabajar y estudiar remoto. Los servicios son:

Biblioteca digital - disponible desde la siguiente dirección www.upr.edu/biblioteca-uprc . La biblioteca cuenta con colecciones de recursos bibliográficos como eBooks, Bases de datos bibliográficas, vídeos, fuentes de referencia.

Pregúntale a tu bibliotecario- servicio de consulta por chat y correo electrónico disponible desde la biblioteca digital. El servicio de chat funciona de lunes a viernes. Los usuarios pueden tener respuesta de un bibliotecario para localizar ebooks, artículos de revistas y otras fuentes de información digitales.

UPR-Carolina Escribe- servicio que provee material de apoyo para redacción de trabajos académicos como bosquejos, bibliografías anotadas, ensayos y monografías. Este servicio se encuentra disponible en la biblioteca digital.

Todos estos servicios son exclusivos para estudiantes y facultad de nuestra institución. ¡Aprovecha esta oportunidad!

Información sobre Educación en Línea PROFESORES

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¿Dudas, preguntas o inquietudes? Comunícate con nosotros:

Correo electrónico: uprc.adistancia@upr.edu

Síguenos en las redes sociales:

Facebook: *https://www.facebook.com/EaDUPRCarolina/*

Twitter: *https://twitter.com/EaDUPRCarolina*

Instagram: *https://www.instagram.com/ead_uprcarolina/*

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Appendix 26

Universidad de
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ENMENDADA

14 de octubre de 2020

CARTA CIRCULAR 2020-10-14-139

A LA COMUNIDAD UNIVERSITARIA DE UPR CAROLINA

José I. Meza Pereira, Ph.D.
Rector

DESIGNACIÓN COMITÉ INSTITUCIONAL DE EDUCACIÓN EN LÍNEA

Oficina de
Rectoría

Reciban un cordial saludo. Me place anunciarles la Designación del Comité Institucional de Educación en Línea de la Universidad de Puerto Rico en Carolina, el cual apoyará la toma de decisiones a tenor con la agenda establecida para el desarrollo y éxito de esta nueva corriente educativa.

El Comité está compuesto por los siguientes miembros:

- Dra. Karilys González Nieves, Decana Auxiliar de Asuntos Académicos
- Dra. Yaritza Pérez Rivera, Catedrática Auxiliar y Consejera Académica del Dept. de Justicia Criminal
- Dr. Roberto Vizcarrondo Acosta, Catedrático Asociado y Director de Dept. Ciencias Naturales Interino
- Dra. Yesenia Hernández Santiago, Directora Educación a Distancia
- Dr. José L. Ayala Pérez, Catedrático Auxiliar del Departamento de Diseño
- Prof. Magaly Hernández Ralat, Catedrática Asociada del Dept. Administración de Empresas
- Prof. Rosana Torres Cintrón, Bibliotecaria II
- Sr. Juan F. Cruz Reyes, Director de Sistemas de Información

Confío en que la designación del personal y la composición final del Comité continúe los trabajos y el compromiso institucional en nuestro recinto. Agradezco el apoyo que puedan brindarle a este grupo de personas para el logro de esta modalidad de enseñanza.

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Universidad de
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14 de octubre de 2020

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Dr. Roberto Vizcarrondo Acosta
Dra. Yesenia Hernández Santiago
Dr. José L. Ayala Pérez
Prof. Magaly Hernández Ralat
Prof. Rosana Torres Cintrón
Sr. Juan F. Cruz Reyes

Oficina de
Rectoría

DESIGNACIÓN MIEMBROS COMITÉ INSTITUCIONAL DE EDUCACIÓN EN LÍNEA

Me place designarles como miembros del Comité Institucional de Educación en Línea, de la Universidad de Puerto Rico en Carolina, con el fin de redundar los trabajos de dicho Comité, a tenor con la agenda establecida para el desarrollo y éxito del proyecto de Educación en Línea.

Les agradezco su disposición y compromiso en esta importante encomienda.

José I. Meza Pereira, Ph.D.
Rector
UPR en Carolina

c Dr. Rafael Méndez Tejeda, Decano de Asuntos Académicos Interino
Dra. Karilys González Nieves, Decana Auxiliar de Asuntos Académicos Interina
Prof. Jonathan Ramos Scharrón, Decano Escuela de Adm. Hoteles y Restaurantes Interino
Prof. Myrna Sánchez Serrano, Decana de Asuntos Estudiantiles Interina
Sr. Gregory Bermúdez Rivera, Decano de Asuntos Administrativos Interino

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Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I

2 de junio de 2020

Universidad de
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en Carolina

Maricela Porbén González, Ph.D.
Decana Asociada de Asuntos Académicos Interina
Proyecto de Educación a Distancia
Universidad de Puerto Rico en Carolina

P/C: Dra. Trinidad Fernández-Miranda, Decana Interina
Decanato de Asuntos Académicos

Estimada doctora Porbén:

Saludos cordiales. Como es de conocimiento, debido a la declaración de la pandemia provocada por el COVID-19, el Gobierno Federal creó el "Coronavirus Aid, Relief and Economic Security Act (CARES Act)". El propósito es asignar fondos para que las diferentes agencias gubernamentales provean ayudas durante la emergencia.

La sección de la ley que aplica a las instituciones universitarias es el "Higher Education Emergency Relief Fund (HEERF). La Universidad de Puerto Rico en Carolina participa en dicha sección gracias a que fue aprobada nuestra solicitud. Al momento de esta comunicación le informo que los estudiantes ya han recibido parte de este dinero para satisfacer sus necesidades relacionadas a la suspensión de las clases presenciales. En adición, como parte de la segunda asignación de fondos se mejorarán los servicios institucionales para ofrecer cursos online y educación a distancia asistida mediante la adquisición de programados y equipos.

Rectoría

El compromiso de la UPR en Carolina es exponer a los estudiantes a las herramientas necesarias que les facilite el acceso a una educación universitaria de calidad. Con los fondos asignados para la Institución nuestras metas son:

1. Mejorar la programación y la infraestructura en línea.
2. Proveer educación a la Facultad para continuar desarrollándose en el área de educación en línea y a distancia.
3. Actualizar los cursos en línea y cursos presenciales asistidos por la tecnología a distancia.
4. Proveer el recurso humano adicional que se requiera para que puedan continuar colaborando de manera eficaz, rápida y con las destrezas congruentes a las necesidades del Comité de Educación a Distancia en UPR Carolina.

Los procesos para alcanzar nuestras metas se efectuarán con la celeridad necesaria y cumpliendo con todas las exigencias reglamentarias institucionales, estatales y federales.

Agradezco su disponibilidad para dirigir este Comité de Educación a Distancia, y me reitero a sus órdenes.

Cordialmente,

Jorge I. Valentín Asencio, Ph.D.
Rector

JVA/ess

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Universidad de
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en Carolina

8 de febrero de 2017

Prof. Rosana Torres Cintrón, Bibliotecaria/Diseñadora Instruccional
Centro de Recursos para el Aprendizaje, UPRCA

DESIGNACIÓN COMO MIEMBRO COMITÉ EDUCACIÓN A DISTANCIA

Como parte de los logros alcanzados bajo el proyecto de Educación a Distancia, es importante contar con miembros ante dicho Comité, que estén dispuestos a colaborar en el proceso de las distintas fases que conlleva la implementación del mismo.

Es por ello que, y, luego de un ponderado análisis, he recomendado su designación para que sea miembro del Comité de Educación a Distancia. Su compromiso y apoyo con el proyecto permiten atemperar las metas institucionales a la Política de Educación a Distancia de la UPRCA.

Decanato
de Asuntos
Académicos

Sé que su apoyo contribuirá a la continuidad de los trabajos de este importante proyecto, en conjunto con el Prof. Ángel Millán, Coordinador de Educación a Distancia.

Su designación como miembro será durante el año académico 2016-2017, con efectividad inmediata, hasta el 30 de junio de 2017.

Estoy a su disposición para aclarar cualquier duda sobre el particular.



Dra. Awilda Núñez Sánchez
Decana de Asuntos Académicos

brr

c: Dra. Ramonita Román, Decana Auxiliar Académica UPRCA
Prof. Ángel Millán, Coordinador, Educación a Distancia, UPRCA

c/brr/cartas/educación a distancia/designación Prof. Rosana Torres, miembro Comité Ed. Distancia 2016-2017

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Universidad de
Puerto Rico
en Carolina

8 de febrero de 2017

Prof. Stanley Portela Valentín, Director
Centro de Recursos para el Aprendizaje, UPRCA

DESIGNACIÓN COMO MIEMBRO COMITÉ EDUCACIÓN A DISTANCIA

Como parte de los logros alcanzados bajo el proyecto de Educación a Distancia, es importante contar con miembros ante dicho Comité, que estén dispuestos a colaborar en el proceso de las distintas fases que conlleva la implementación del mismo.

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Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I

COMPUTACIÓN ACADÉMICA

4 de febrero de 2011

Dra. Eldra Hernández
Profa. Eunice Esquilín
Profa. Rosana Torres
Prof. Roberto Vizcarrondo



Dra. Maria del Pilar Toral
Coordinadora Interina Computación Académica
UPR Carolina

REUNIÓN COMITÉ EDUCACIÓN A DISTANCIA

El próximo jueves, 10 de febrero de 2011, nos reuniremos en la Oficina de Computación Académica, ubicada en el segundo piso de la biblioteca, para empezar los trabajos relacionados a la elaboración de la Política Institucional de Educación a Distancia.

Agradeceré la asistencia puntual de todos.

Saludos cordiales.

Appendix 27

Profesores certificados activos

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Appendix 28

Universidad de
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Distance Education Office, Online Curses Certification Criteria

1. The online course complies with the Copyright Law of the United States;
2. The online course is approved according to its curricular sequence, including Board of Postsecondary Institutions requirements regarding distance education parameters, as recommended by the department director and approved by the Office of the Academic Dean;
3. The professor is trained and certified in accordance with section VIII, subsection A (1) and (2) of the Institutional Policy for Distance Education;
4. The design of an online course conforms to the standards recommended by the resources in the training of the same and in which the student and the teacher are in different physical spaces during 100% of the contact hours of the course.
5. The topics that are worked on in the certification are:

- Basic skills and essential knowledge in virtual learning environments and introduction to learning management systems (LMS)
- Theoretical foundations of learning and instructional design applied to distance education
- Evaluation and assessment strategies in online courses
- Quality standards in distance education (Quality Matters)
- Legal aspects in the creation and design of online courses
- Design and creation of courses in Moodle (LMS)
- Design, production, and content integration in Moodle
- Management and evaluation of courses in Moodle

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Carolina, Puerto Rico
00984-4800
787-257-0000,
Exts. 3316, 3324
www.uprc.edu

Appendix 29

Certificado Educación a Distancia y Cursos en Línea

INFORME DE RESULTADOS

OFICINA DE EDUCACIÓN A DISTANCIA

Preparado por:
Liz M. Pagán Santana, Coordinadora
15 de mayo de 2021

INTRODUCCIÓN

La Oficina de Educación a Distancia ofrece servicios de capacitación a la facultad, comunidad interna y externa, a través del Certificado de Educación a Distancia y Cursos en Línea (CEAD).

Entre los objetivos de aprendizaje del CEAD, se encuentran los siguientes:

A. Capacitar en la creación y manejo del curso a través de la plataforma institucional sistema de gestión de aprendizaje en cumplimiento con la normativa institucional.
B. Aplicará el modelo de diseño instruccional más adecuado para el curso facilitando su organización.
C. Creará material instruccional adaptado a distintas teorías y estilos de aprendizaje que fomente el desarrollo de las destrezas necesarias para el éxito estudiantil.
D. Fomentará la integridad académica en el entorno digital para concienciar sobre el uso y manejo ético de la información.
E. Aplicará las tecnologías que apoyan la enseñanza/aprendizaje para facilitar el ofrecimiento de la oferta académica.
F. Fomentará la evaluación y avalúo del curso para fomentar su mejoramiento continuo.

EL CERTIFICADO

La División de Educación Continua y Estudios Profesionales (DECEP), en colaboración con la Oficina de Educación a Distancia de UPR-Humacao y el Programa de Educación a Distancia en UPR - Carolina, celebraron un acuerdo para ofrecer los servicios de capacitación a 30 docentes el *Certificado de Educación a Distancia y Cursos en Línea* por el periodo del 16 de febrero al 18 de abril de 2021.

Este certificado se compone de siete (8) lecciones en línea y contó con el acompañamiento de recursos/facilitadores con experiencia y conocimiento en el ofrecimiento de cursos en línea y tecnologías de enseñanza.

Las temáticas abordadas y los recursos que ofrecieron las lecciones fueron las siguientes:

Lección 1: Administración del curso en línea – Dra. Liz M. Pagán

Lección 2: Aspectos Legales – Profa. Flor Figueroa

Lección 3: Perfil del estudiante en línea – Profa. Solangel Miranda

Lección 4: Fundamentos pedagógicos en entornos virtuales de aprendizaje – Dra. Liz M. Pagán

Lección 5: Diseño instruccional del curso en línea – Profa. Yaniz Rodríguez

Lección 6: Recursos – Dr. Alex Camacho

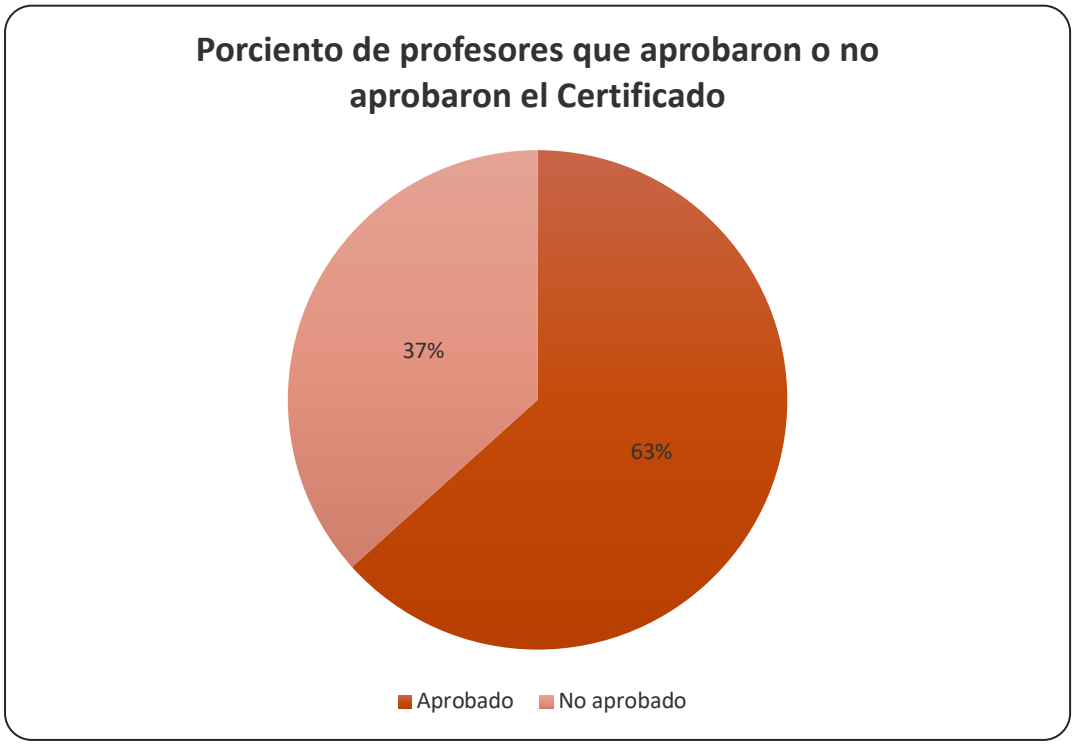
Lección 7: Actividades – Dra. Ana Vázquez

Lección 8: Estrategias de Evaluación y avalúo - Dr. Luis E. Soto

Cada aspecto del Certificado fue supervisado por la coordinación de la Oficina EAD y contó con la gestión de asuntos administrativos de DECEP. Además, se recibió la colaboración del Coordinador de Programas y Educación a Distancia en Administración Central.

RESULTADOS

El pasado 18 de abril de 2021 se completó el ofrecimiento del Certificado a los docentes de UPR-Carolina. De un total de 30 docentes matriculados, 19 completaron satisfactoriamente las ocho lecciones (75% o más en cada lección). Esto equivale a un 63% del total de participantes registrados. Por otra parte, 11 docentes (37%) no participaron/no aprobaron todas las lecciones.



Lista de profesores que cumplieron los requisitos para obtener el Certificado EAD y Cursos en Línea:

	Nombre y Apellidos	Correo electrónico	Lección 1	Lección 2	Lección 3	Lección 4	Lección 5	Lección 6	Lección 7	Lección 8	Pasó/NoPasó
1	Adrian Camacho	adrina.camacho@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
2	Angela De Jesús	dejesus@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
3	Carmen Cruz	carmen.cruz3@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
4	Elizabeth Ortega	elizabeth.ortega@Upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
5	Enrique Perez	enrique.perez1@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
6	Fabián Seonaes	fabian.seonaes@upr.edu	Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
7	Grisely Lagares	grisely.lagares@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
8	Héctor Burgos	hector.burgos4@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
9	Héctor Rivera	hector.rivera36@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
10	Javier Santiago	javier.santiago1@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	No Pasó	No Pasó
11	Jeannette Cruz	jeannette.cruz@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
12	José L. Ayala Pérez	jose.ayala5@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
13	José Balasquide	jose.balasquide@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
14	José López	jose.lopez45@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
15	José Merced	jose.merced3@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
16	Lisa Miranda	lisa.miranda@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
17	Leandro Morales	leandro.morales@Upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
18	Luz Lizarribar	luz.lizarribar@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
19	Magdalisse Ramos Costa	mramos.jg@upr.edu	Pasó	Pasó	Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
20	Manuel Negrón	manuel.negron@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
21	María París	maria.paris@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
22	Marilyn Rivera Torres	marilyn.rivera5@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
23	Migdalia Barreto	migdalia.barreto@Upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
24	Miguel Delgado	miguel.delgado3@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
25	Miguel Sosa	miguel.sosa3@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
26	Mildred. Vargas Astacio	mildred.vargas2@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
27	Rafael Gierbolini	rafael.gierbolini@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
28	Ramón Claudio	ramon.claudio1@upr.edu	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó	Pasó
29	Teófilo Torres	teofilo.torres@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
30	Waleska Gonzalez	waleska.gonzalez@upr.edu	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó	No Pasó
	*Se reemplazó Nerybelle Pérez por Manuel Negrón										

EVALUACIÓN

Se incluye un resumen de la evaluación del Certificado EAD completada por los participantes. El 100% de los participantes calificaron el Certificado como excelente y muy bueno.

Etiqueta	Pregunta	Respuestas					Participantes	Promedio				
		Excelente (5)	Muy Bueno (4)	Bueno (3)	Aceptable (2)	Insuficiente (1)		Excelente (5)	Muy Bueno (4)	Bueno (3)	Aceptable (2)	Insuficiente (1)
1	Los profesores demuestran conocimiento de los temas presentados en cada lección.	18	0	0	0	0	18	100%	0.00%	0.00%	0%	0%
2	Los profesores presentan literatura, videos o enlaces recientes sobre el tema presentado en la lección.	18	0	0	0	0	18	100%	0.00%	0.00%	0%	0%
3	Los profesores promovieron la participación de los estudiantes mediante el uso de herramientas tecnológicas tales como foros de preguntas y reuniones sincrónicas.	17	1	0	0	0	18	94%	5.56%	0.00%	0%	0%
4	Los contenidos de las lecciones cumplen con los objetivos de aprendizaje.	18	0	0	0	0	18	100%	0.00%	0.00%	0%	0%
5	Los materiales educativos provistos en el curso facilitaron mi aprendizaje, adquisición de conceptos o destrezas.	18	0	0	0	0	18	100%	0.00%	0.00%	0%	0%
6	Los profesores facilitaron instrucciones para completar las actividades de evaluación.	18	0	0	0	0	18	100%	0.00%	0.00%	0%	0%
7	Las tareas provistas estaban alineadas a los conceptos y destrezas incluidas en cada lección.	18	0	0	0	0	18	100%	0.00%	0.00%	0%	0%
							Average	99%	1%	0%	0.00%	0.00%

Se comparte algunos de los comentarios de los participantes:

1. Excelentes profesores.

2. El curso me pareció muy bien organizado y fácil de manejar. Los temas muy bien explicados y las tareas puntuales y prácticas. Les agradezco muchísimo todo el conocimiento brindado. Adelante con el excelente trabajo.

3. Felicito al equipo de profesores!

4. El examen final requería más tiempo.

5. Excelente trabajo! Me agradó que el material se pudo cubrir en corto tiempo.

6. Excelente gracias. pienso que se necesita mas tiempo par realizar prácticas y ganar domino.

7. Gracias por tan hermosa y enriquecedora experiencia académica con un grupo de profesionales que representan la excelencia académica. Ciertamente el conocimiento nos da poder y no ocupa espacio. Les bendigo. Gracias por tanto bien.

8. Los videos se veían un poco pequeños y a veces no se podía observar con claridad los detalles que se mencionaban en cuanto a las áreas de la plataforma y al menú.

Appendix 30

BOARD OF TRUSTEES
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 11
2020-2021

I, Emilio M. Colón, Secretary of the Board of Trustees of the University of Puerto Rico, CERTIFY THAT:

The Board of Trustees, in its ordinary meeting held on August 27, 2020, by previous recommendation from the President of the University and the Vice-presidency of Academic Affairs and Research, and endorsed by the Committee of Academic Affairs, agreed on:

Approving the establishment of the following programs, totally online, at the University of Puerto Rico in Carolina:

BACHELOR OF ARTS IN SOCIAL SCIENCES IN CRIMINAL JUSTICE WITH CONCENTRATION IN FORENSIC PSYCHOLOGY AND BACHELOR OF ARTS IN SOCIAL SCIENCE IN CRIMINAL JUSTICE WITH CONCENTRATION IN LAW AND SOCIETY

The curricular component is presented in the following table.

CURRICULAR COMPONENT	CREDITS FORENSIC PSYCHOLOGY OR LAW AND SOCIETY CONCENTRATIONS
General Education Courses	39
Core Courses	52
Concentration Courses	24
Free Electives	12
TOTAL CREDITS	**127**

The curricular sequence forms part of this Certification.

The University of Puerto Rico in Carolina:

1) Can announce the new academic offering and make it available for admission once the Certification from the Office of Registration and Licensing of Education Institutions of the Department of State is received, authorizing the corresponding amendment to the License of the University of Puerto Rico, and the Vice-presidency of Academic Affairs and Research assigns a code to the program.

2) Will submit reports of the implementation and periodic evaluations of the Bachelor hereby approved, according to what is established in Certification No. 64 (2018-2019) and Certification No. 45 (2019-2020) of this Body.

Any additional expenses related to the implementation of everything established in the present Certification will be charged to the funds of the University of Puerto Rico in Carolina.

AND IN WITNESS WHEREOF, I issue the present Certification in San Juan, Puerto Rico, today, August 31, 2020.

Emilio M. Colón
Secretary

Appendix 31

GOVERNMENT OF PUERTO RICO
Department of State
Office of Registry and Licensing of Education

Certification Number 2020-128
English Version

I, María L. Varas García, Director of the Office of Registry and Licensing of Education, hereby CERTIFY:----------

According, to the provisions conferred by Act Number 212 of 2018 it was approved the amendment to the License Renewal of **Universidad de Puerto Rico, Carolina Campus,** to offer a **Bachelor of Arts Degree in Social Sciences in Criminal Justice with major in Law and Society** (127 credits).

According to Section 35.6 of the Regulations for Licensing Higher Education Institutions in Puerto Rico, No. 8265 of 2012, the Institution shall submit a Compliance Report one (1) year after the approval of the program. If the program has not been started, the Institution shall inform the reasons for this and may request an extension of up to one (1) additional year to begin offering the program or otherwise proceed with its closure according to section 35.5.

This certification is issued under Section 28.6 of the Regulation 8265 of 2012.

And for the record, I issue this Certification in San Juan, Puerto Rico, today, August 25, 2020.

María L. Varas García. Esq.
Director

Escaneado con CamScanner

Appendix 32

Certification Number 2020-129
English Version

I, María L. Varas García, Director of the Office of Registry and Licensing of Education, hereby CERTIFY:----------

According, to the provisions conferred by Act Number 212 of 2018 it was approved the amendment to the License Renewal of **Universidad de Puerto Rico, Carolina Campus,** to offer a **Bachelor of Arts Degree in Social Sciences in Criminal Justice with major in Psychology Forensic** (127 credits).

According to Section 35.6 of the Regulations for Licensing Higher Education Institutions in Puerto Rico, No. 8265 of 2012, the Institution shall submit a Compliance Report one (1) year after the approval of the program. If the program has not been started, the Institution shall inform the reasons for this and may request an extension of up to one (1) additional year to begin offering the program or otherwise proceed with its closure according to section 35.5.

This certification is issued under Section 28.6 of the Regulation 8265 of 2012.

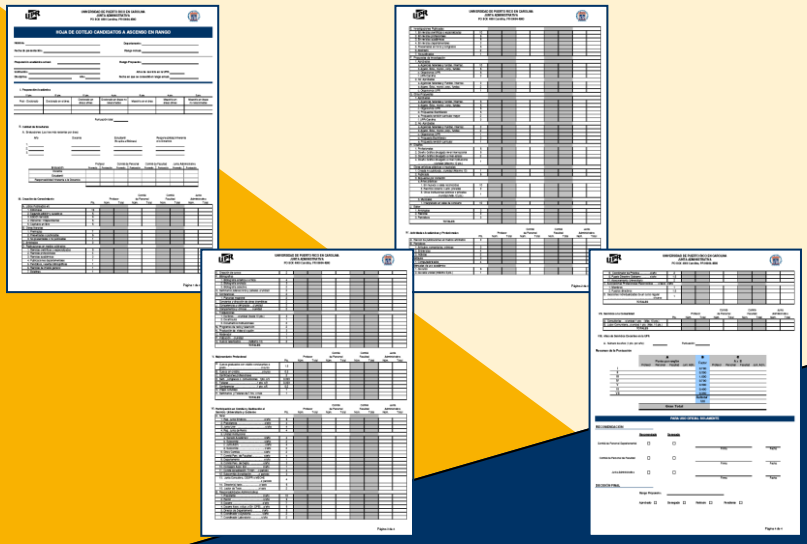
And for the record, I issue this Certification in San Juan, Puerto Rico, today, August 25, 2020.

María L. Varas García. Esq.
Director

Appendix 33

Manual de Instrucciones

HOJA DE COTEJO
CANDIDATOS A ASCENSO EN RANGO



UNIVERSIDAD DE PUERTO RICO EN CAROLINA
JUNTA ADMINISTRAIVA

REVISADO EN SEPTIEMBRE 2015

TABLA DE CONTENIDO

Páginas

Tabla de Contenido i

Introducción 1

Propósito 2

Aplicabilidad 3

Secciones de la Hoja de Cotejo

I. Preparación Académica 4
II. Calidad de Enseñanza 6
III. Creación de Conocimiento 9
IV. Actividades Académicas y Profesionales 18
V. Mejoramiento Profesional 25
VI. Participación en Comités y Dedicación al Servicio Universitario y Gobierno 27
VII. Servicios a la Comunidad 31
VIII. Años de Servicios Docentes en la UPR 31

Procedimiento de Anotación en la Hoja de Cotejo 32

Evidencias a Someter por el Personal Docente 35

Glosario de Términos 41

INTRODUCCIÓN

La Junta Administrativa de la Universidad de Puerto Rico en Carolina en el descargo de sus funciones, en su empeño de garantizarle al profesor un proceso objetivo para evaluar sus ejecutorias y con el propósito de fomentar la excelencia académica del personal docente, ha preparado un documento que le permita otorgar los ascensos en rango de la forma más imparcial y justa posible. Este documento se llamará Manual de Instrucciones de la Hoja de Cotejo y constará de un formulario (JA-HC-03 Rev. Enero 06) en el que se hace acopio de toda aquella información pertinente a la evaluación del personal docente, según los criterios establecidos en el Reglamento General de la Universidad de Puerto Rico, Sección 45.3 (Criterios de Evaluación), y los establecidos por el Senado Académico de la Antigua Administración de Colegios Regionales, en su Certificación Núm. 89-90-3 que continúa vigente.

La Junta concede, a propuesta del Rector, los ascensos del personal docente en conformidad con el Artículo 47 del Reglamento General de la Universidad de Puerto Rico y el Artículo 8 de la Ley de la Universidad de Puerto Rico.

Esta Hoja de Cotejo es el producto de una evaluación cuidadosa de la Junta Administrativa y de las recomendaciones sometidas por los profesores de esta Unidad. La revisión del documento se aprueba mediante la Certificación Núm. 38 (2007-2008).

PROPÓSITO

El propósito del Manual de Instrucciones es explicar los diferentes renglones y definir los términos que se incluyen en la Hoja de Cotejo. Además, se intenta esclarecer el propósito y los alcances de algunos de los renglones, las puntuaciones asignadas a éstos y el peso relativo de los mismos. La Hoja de Cotejo es una guía para evaluar las ejecutorias del personal docente que es candidato para ascenso en rango.

La Hoja de Cotejo se concibe y se desarrolla para uso interno de la Junta. No obstante, para lograr uniformidad y tener un marco de referencia objetivo en toda la unidad, la Junta determina que el Comité de Personal de Facultad y los Comités de Personal Departamentales del Colegio utilicen la Hoja durante el proceso de evaluación y recomendación para ascenso en rango de su personal docente.

La Junta hace constar que, además de la puntuación obtenida en la Hoja de Cotejo, los informes escritos del Comité de Personal de Facultad y Departamentales, así como los informes del Director de Departamento y Decano de Asuntos Académicos del colegio, son factores fundamentales en la consideración y concesión o denegación de ascenso (Artículo 47.3.1 del Reglamento General).

APLICABILIDAD

La Hoja de Cotejo se aplica a miembros del personal docente con nombramiento probatorio y permanente. Además, esta hoja sigue vigente para los profesores que ocupen o hayan ocupado puestos administrativos en la institución hasta tanto la Junta Administrativa apruebe el documento que se utilizará para evaluarlos a ellos.

HOJA DE COTEJO

La Hoja de Cotejo ha sido organizada en ocho secciones que son:

I. Preparación Académica
II. Calidad de la Enseñanza
III. Creación de Conocimiento
IV. Actividades Académicas y Profesionales
V. Mejoramiento Profesional
VI. Participación en Comités y Dedicación al Servicio Universitario y Gobierno
VII. Servicios a la Comunidad,
VIII. Años de Servicios Docentes en la UPR

SECCIONES DE LA HOJA DE COTEJO

I. PREPARACIÓN ACADÉMICA

La clasificación del grado obtenido en una de las categorías subsiguientes se llevará acabo **basado en** a la Certificación 041 (2002-2003) del Senado Académico, o en su defecto, por los especialistas del área del departamento al cual está adscrito el docente. Se considerará para puntuación la preparación académica según se establece a continuación.

El solicitante a ascenso debe presentar evidencia de uno de los siguientes:

1. Estudios Post-doctorales en el área: 10pts.
   Esta puntuación se considerará para el período de ascenso en cuestión.

2. Doctorado en el área: 15 pts.
   Esta puntuación se considerará en cada período de ascenso.

3. Doctorado en áreas afines: 10pts.
   Se considerará el doctorado en áreas afines, cuando se evidencia que no existe un doctorado en el área relacionada con la función que se está contratando o llevando a cabo el ascenso. Esta puntuación se considerará en cada período de ascenso.

4. Doctorado en áreas no relacionadas: 4 pts.

   Al doctorado en áreas no relacionadas se le otorgará puntuación para efectos de ascenso. Esta puntuación sólo se considerará para el período de ascenso en cuestión, hasta tanto se presente evidencia de estudios post doctorales en el área o áreas afines.

5. Maestría en el área: 8 pts.

   Esta puntuación se considerará para el período de ascenso en cuestión. En aquellos casos donde el grado de Maestría es el grado terminal, la puntuación se considerará en cada período de ascenso.

6. Maestría en áreas afines: 4 pts.

   Se considerará la maestría en áreas afines, cuando se evidencia que no existe una maestría en el área relacionado con la función que se está contratando o llevando a cabo el ascenso. Esta puntuación sólo se considerará para el período de ascenso solicitado.

7. Maestría en áreas no relacionadas: 2 pts.

   Se otorgará puntuación a la maestría en áreas no relacionadas, cuando es obtenida con posterioridad a la fecha de contratación en la Universidad de Puerto Rico. Esta puntuación sólo se considerará para el período de ascenso en cuestión y no podrá ser reclamado en ascensos posteriores.

II. CALIDAD DE LA ENSEÑANZA

El propósito fundamental de los ascensos es reconocer el mérito en la labor realizada por el profesor y **el investigador institucional,** estimular la excelencia en todos los aspectos de la vida institucional. Los ascensos en rango no deben verse ni como reconocimiento por años de servicios ni como un aumento de salario. Lo primero puede ser un criterio parcial, pero no determinante, en la recomendación para ascenso y lo segundo es una consecuencia del mismo, no su razón de ser. Todos los participantes en el proceso de evaluación, recomendación y adjudicación, es decir, los candidatos, los evaluadores, los Comités de Personal, **los Decanos y el Rector**, y los cuerpos adjudicadores, deben reconocer criterios de excelencia en la labor realizada como únicos determinantes de sus juicios evaluativos.

En la evaluación y recomendación para ascenso, en tanto es un proceso de reconocimiento de méritos, el peso mayor de juicio evaluativo debe recaer en los pares inmediatos del candidato evaluado por ser colegas en la disciplina o campo de estudio. **En el caso de los investigadores institucionales recae en el Comité de Investigadores Institucionales, en el Decano de Asuntos Académicos y el Rector.** Corresponde a los profesores, en calidad de pares, ejercer esta responsabilidad evaluativa con la mayor dedicación, honestidad intelectual y sentido de justicia para con la Universidad y el evaluado.

Es necesario que cada profesor **e investigador institucional** adopte y reconozca criterios de excelencia para guiar y evaluar su propia labor.

En un proceso evaluativo correctamente concebido, el evaluado no es mero objeto sino partícipe, y como tal deberá autoevaluarse con objetividad. Debe propiciarse un diálogo honesto y responsable entre los evaluadores y el evaluado que facilite el reconocimiento justo por todas las partes de los haberes y méritos reales.

El mejor y mayor estímulo para que un profesor **e investigador institucional** realice su labor con excelencia es la existencia de una vida institucional ágil, creadora, estimulante y crítica en todos los niveles de la Universidad. Esto es particularmente cierto en el nivel departamental **u oficinas**, que es el ambiente inmediato del profesor **y el investigador institucion**al.

En la evaluación para ascenso en rango, la cantidad de labor realizada, aunque meritoria, no puede ser criterio determinante. El peso mayor lo deben tener el tipo de labor realizada y la calidad de la misma. Es imprescindible, por lo tanto, que los Comités de Personal **o de los Investigadores Institucionales, el Decano y el Rector**, tengan a su disposición evidencia que les permita emitir un juicio cualitativo que trascienda la mera cuantificación de los haberes. En caso de ser necesario, cuando un Comité, **Decano o Rector** considere que no tiene la capacidad para hacer un juicio cualitativo, debe consultar a expertos en la materia.

La evaluación y recomendación de los candidatos a ascenso es un proceso delicado y difícil. Para que los criterios y procedimientos funcionen en forma razonable y justa se requiere un clima de confianza

entre todos los participantes, una actitud de diálogo y la disponibilidad a reconocer que existen diferencias en la cantidad y en la calidad de la labor que realizamos y que estas diferencias deben y pueden determinarse objetivamente.

La puntuación individual que la Junta **Administrativa** otorgó a las diferentes evaluaciones en la Sección II, Calidad de la Enseñanza, está basada en las disposiciones establecidas por el Senado Académico y el valor proporcional de cada una de ellas: evaluación docente, 3/7; estudiantil, 1/7; y departamento (inherente a la docencia), 3/7 (Certificación Núm. 1979-5 del Senado Académico de la antigua Administración de Colegios Regionales, la cual continúa vigente).

El profesor debe tener un mínimo de tres **(3)** evaluaciones por área, según dispuesto en el Capítulo III de la Certificación Núm. 23, 1987-88 (enmendada) del Senado Académico de la antigua Administración de Colegios Regionales. Otras Certificaciones del Senado Académico que aplican a esta Sección son: 1986-87-16, 1987-88-12, 1989-90-3, las cuales están vigentes y del Senado Académico de la Universidad de Puerto Rico en Carolina 010-2000-01, 022-2000-01.

En el caso de los investigadores institucionales, la puntuación individual a las diferentes evaluaciones en la Sección II--Calidad en el Desempeño--el valor de cada una de ellas será: evaluación del supervisor inmediato (rector o decano) ½, evaluación de pares ½ (Certificación Núm. (2015-16) del Senado Académico).

III. CREACIÓN DE CONOCIMIENTO

Entendemos por creación todo tipo de trabajo original, y por divulgación el poner al alcance de otros la información de carácter académico. Tanto en impreso como en formato electrónico. Se otorgará puntuación en estos renglones para el período de ascenso en cuestión. La actividad reclamada para un período de ascenso, no podrá ser incluida en futuros ascensos.

A. Libros Publicados

El Comité de Personal Departamental, **el Comité de los investigadores institucionales**, el Comité de Personal de Facultad y la Junta Administrativa evaluarán las publicaciones en términos de su calidad, creatividad y fase investigativa[1]. Podrán utilizarse recursos humanos o bibliográficos externos en caso de ser necesario.

En las publicaciones debe considerarse el aspecto de la calidad de difusión de las mismas. Para publicaciones deben utilizarse las siguientes guías:

1. **Calidad y prestigio de la editorial.**
2. **Complejidad del asunto o problema estudiado.**
3. Metodología o macroestructura empleada.
4. Contribución al conocimiento sobre un área del saber

[1] En caso de duda al adjudicar la puntuación se someterá a una consulta de expertos en el área.

5. Bibliografía adecuada a la obra.

El Comité de Personal Departamental **y el Comité de los Investigadores Institucionales** evaluarán las editoriales, así como los trabajos publicados o en proceso de publicarse. En este último caso se deberá presentar evidencia tangible de la obra.

Las imprentas independientes son entidades que hacen todo tipo de publicaciones. Estas también están sujetas a la evaluación que el Comité de Personal Departamental **y el Comité de los Investigadores Institucionales** realicen. En caso de que no haya consenso, los demás cuerpos relacionados con el proceso tomarán las medidas correspondientes.
Se acreditarán cinco puntos por escribir un capítulo de un libro. Esta puntuación no excederá a la otorgada por escribir un libro.

(Certificación Núm. 1993-94-404 de la Junta Administrativa de la antigua Administración de Colegios Regionales, la cual está vigente)

B. Obras Literarias

Se tomará en cuenta en este renglón poemas, ensayos, cuentos y obras dramáticas que no constituyen un libro. Incluir en la presentación para ascensos: Laudos, premios, o reconocimientos otorgados por autoridades en la materia, examen y juicio por los pares, críticas o reseñas de autoridades y/o personas versadas en el campo a que pertenece la obra.

La obra literaria si ha sido divulgada en forma de libro deberá ser incluida en la Sección III A-Libros Publicados.

C. Antologías

Es una recopilación de poemas, ensayos y/o extractos de obras extensas usualmente con un tema o concepto unificador, con el objeto de apoyar la docencia, la investigación o la difusión de algún tema de interés académico. Las selecciones pueden ser escritas por un autor o por varios autores.

La antología es recopilada por el editor y este es responsable de obtener los derechos de reproducción del material utilizado. El editor provee un trabajo de análisis donde justifica la presentación de los trabajos como una colección, y además, provee una introducción, material suplementario y/o comentarios y críticas.

Se adjudicará la totalidad de los puntos a cada editor-colaborador.

D. Publicaciones

Se otorgará puntuación completa por la publicación de un artículo publicado por primera vez. La segunda vez se otorgará la mitad de la puntuación y así sucesivamente se seguirán fraccionando las publicaciones. (Certificación Número 1991-92-146 de la Junta Administrativa de la Antigua Administración de Colegios Regionales)

1. Revistas Científicas o Especializadas

   Publicación periódica que generalmente trata uno o más campos especializados con el propósito de presentar información, científica o técnica.

2. Revistas profesionales

   Publicaciones periódicas por cuadernos con escritos sobre una o varias materias especialmente propulsadas por organizaciones o entidades profesionales como por ejemplo: Revista Colegio de Abogados y Revista Colegio de Ingenieros.

3. Revistas Académicas

   Publicaciones periódicas propulsadas por organizaciones o entidades académicas como por ejemplo: Las universidades, Instituto de Cultura y Departamento de Educación.

4. Publicaciones Departamentales

   Artículos y reseñas formales publicadas por los departamentos académicos. Las hojas informativas de los departamentos no se consideraran publicaciones departamentales.

5. Periódicos, reseñas bibliográficas

   Artículos publicados en periódicos regionales o de distribución general.

6. Revistas de interés general

   Publicación de carácter divulgativo sobre un tema especializado o que trata temas generales como: la vida social de personajes famosos, pasatiempos, entre otros temas. Se caracteriza por el gran número de anuncios publicitarios que contiene.

7. Boletines

   Publicación periódica editada por una agencia estatal, una sociedad o institución que divulga actividades, opiniones e información de interés a un sector en particular.

E. Investigaciones

Una investigación es el proceso intelectual constituido por una serie de actividades organizadas rigurosamente según una metodología reconocida y dirigidas a la solución de un problema. Su propósito está encaminado a lograr una aportación a una disciplina en particular, establecer o revisar una teoría, investigar y mejorar procesos, productos o servicios.

El Comité de Personal Departamental **y el Comité de Investigadores Institucionales** presentará un informe que indique específicamente de qué manera la investigación cumple con los requisitos de rigor de la disciplina.

Las investigaciones que soliciten fondos a la UPR en Carolina deben cumplir con las guías expuestas en el Manual de Política Institucional de Investigación y Creación Académica de la UPR Carolina, Certificación Núm. 023 (2003-2004) del Senado Académico.

Las investigaciones que sean publicadas presentarán una copia de la misma.

Las investigaciones para fines privados, de negocio o de beneficio personal no serán consideradas para ascenso.

F/G. Propuestas de Investigación/Otras Propuestas

Una propuesta es un proyecto de interés académico, institucional, científico, profesional o de servicio comunitario que promueve el desarrollo investigativo en una o más de las siguientes áreas:

1. Cursos y programas particulares de la institución.
2. Experimentos en la innovación de la enseñanza superior.
3. Investigaciones pedagógicas que contribuyen al proceso de reforma educativa en el país.
4. Proyectos de creación artística
5. Proyectos de servicio comunitario
6. Propuestas de investigación

Las propuestas que soliciten fondos a la UPR en Carolina deben cumplir con las guías expuestas en el Manual de Política Institucional de Investigación y Creación Académica de la UPR Carolina, Certificación Núm. 023 (2003-2004) del Senado Académico.

1. Aprobada

   Se refiere a la propuesta que ha sido aceptada por los cuerpos que tienen la autoridad final.

2. No aprobada

   Se refiere a la propuesta sometida que está en proceso de aprobación o ha sido denegada.

3. Propuesta de bachillerato no aprobada

   Se refiere a propuesta con el aval del Senado Académico y de la Junta Administrativa, pero que aún no ha sido aprobada por la Junta de Síndicos. (Junta de Gobierno)

Las propuestas para fines privados, de negocio o de beneficio personal no serán consideradas para ascenso.

H. Diseños

Diseños se refiere a trabajos de creación profesionales y/o gráficos. Los diseños deben ser divulgados como parte de una publicación o tiraje formal y las exposiciones de los diseños en

recintos del sistema o universidades privadas deben ser por invitación.

Para la evaluación del diseño se tomará en cuenta la originalidad, reconocimientos otorgados, el impacto social y profesional, y la aportación al campo disciplinario del mismo.

Es necesario incluir en la presentación para ascenso: Evidencia de laudos, premios, reconocimientos otorgados por autoridades en la materia, o críticas y reseñas de autoridades o personas versadas en el campo a que pertenece la obra.

Se otorgará puntuación por cada diseño original. No se tomará en cuenta la cantidad de veces que éste haya sido utilizado, revisado o divulgado.

1. Profesionales

   Diseños profesionales se refiere a trabajos de creación que requieren originalidad y creatividad. Se incluyen entre otros: inventos, diseños estructurales o arquitectónicos y diseños de programado de computadoras.

2. Diseño Gráfico

   Se refiere a trabajos de creación en forma de conceptos e ideas para desarrollarse en desktop publishing y otras tecnologías computadorizadas (brochures-opúsculo, libros y revistas), además, de generar artes o anuncios publicitarios con conocimiento de producción o desarrollo de arte final o

digital de los proyectos (producción incluye separación de colores y post producción de impresión).

I. Obras artísticas plásticas o musicales

Se considera en este renglón dibujos, pinturas, esculturas, grabados y composiciones musicales. Se tomará en cuenta originalidad, forma, contenido, estilo y técnicas. También se considerará la participación en exposiciones, menciones honoríficas y premios nacionales y/o internacionales, además del impacto social y la aportación de la obra al acervo cultural.

Las obras artísticas presentadas en museos, salas de exposición reconocidas y en conciertos se les otorgarán una puntuación mayor.

Es necesario incluir en la presentación para ascenso: Evidencia de laudos, premios y reconocimientos otorgados por autoridades en la materia, o críticas y reseñas de autoridades o personas versadas en el campo a que pertenece la obra. Las exposiciones en recintos del sistema o universidades privadas deben ser exposiciones por invitación, se deberá presentar evidencia de la misma. La puntuación se le proveerá por el período de evaluación.

J. Editor

Se considerará para éste renglón aquella persona que dirige la edición de una obra ajena, cuyo texto ha revisado y preparado, o de una colección editorial, cuya armonía y unidad de criterio vigila.

IV. ACTIVIDADES ACADÉMICAS Y PROFESIONALES

Se otorgará puntuación en estos renglones para el período de ascenso en cuestión. La actividad reclamada para un período de ascenso, no podrá ser incluida en futuros ascensos.

A. Revisor de publicaciones en medios arbitrados

Análisis crítico profundo de un texto para ser publicado en medio arbitrado. Implica participación en una Junta Revisora de sus pares. Se presentará como evidencia la invitación a participar del proceso y el análisis del texto evaluado.

B. Periódicos

Se considerarán en este renglón los artículos publicados por el docente en periódicos locales, regionales o de distribución general.

C. Módulos

El módulo es una unidad autónoma diseñada para el aprendizaje individual que contiene una serie de actividades para el logro de un mínimo de objetivos redactados en términos de conducta observable y medible. Establece el conocimiento previo que debe de tener el estudiante para poder completar el módulo, y el número de horas que le tomará al estudiante completarlo. El módulo debe contener lo siguiente:

1. Objetivos redactados en términos de conducta observable y medible.
2. Pre-prueba y post-prueba
3. Ejercicios para retroalimentación y evaluación.
4. Las horas de esfuerzo del estudiante estarán relacionadas directamente con el valor dado al modulo.
5. Referencias utilizadas al estilo APA y con no menos de cinco años de actualización en las mismas.

1. Módulo Instruccional

   Su formato es creativo y dinámico, diferente al de un libro. Puede hacer uso de espacios, color, diferentes tipos de letras, de dibujos, diagramas y otros recursos para explicar conceptos o resaltar lo enseñado. (Memorando del Rector del 30 de marzo de 1987 de la Antigua Administración de Colegios Regionales). Los módulos computadorizados no cuentan en esta categoría.

2. Módulo Computadorizado

   Se refiere al proceso de diseñar, redactar y configurar un módulo instruccional, según descrito en la sección anterior, por medios tecnológicos en algún lenguaje de programación. (Certificación Núm. 1993-94-464 de la Junta Administrativa de la antigua Administración de Colegios Regionales)

D. Manuales de uso académico

Un manual de uso académico es un compendio sustancial de una materia que persigue la finalidad de guiar el estudiante a través de actividades eminentemente didácticas.

Debe contener lo siguiente:

1. Introducción
2. Índice
3. Contenido
4. Ejercicio de práctica (opcional)
5. Bibliografía

1. De curso

   El manual de un curso comprenderá todas las unidades del curso.
2. De cada unidad

   El contenido de cada unidad será definido según lo establecido en el prontuario. No excederá de seis (6) puntos.

E. Creación de cursos según los requisitos establecidos por el Senado Académico

Según la Certificación 130 (1999-2000) de la Junta de Síndicos.

F. Bibliografías

Trabajos bibliográficos se refiere a la investigación y recopilación de fuentes de información relacionadas con un tema específico.

Se distingue entre: bibliografía analítica o crítica, selectiva y anotada. Se podrán reclamar si están relacionados con el/los cursos y/o investigaciones del Docente.

1. Bibliografía analítica o crítica

   Se refiere a la compilación de recursos bibliográficos donde cada ítem es seguido por un análisis crítico de la obra. Se resaltan los temas tratados, su relevancia o valor y calidad del recurso.

2. Bibliografía Anotada

   Se refiere a un trabajo bibliográfico donde cada ítem es seguido por un párrafo descriptivo y evaluativo breve (usualmente entre 150 a 200 palabras) donde se destaca la relevancia, la exactitud, la calidad y la eficacia del recurso citado.

3. Bibliografía Selectiva

   Se refiere a la investigación y recopilación de fuentes de información relacionadas con un tema específico con el objeto de apoyar la docencia, la investigación o la difusión de algún tema de interés académico.

G. Seminarios, talleres, foros y paneles

Seminario

Es un grupo de conferencias que exploran aspectos relacionados con un tema dentro de una disciplina y que se presenta ante un grupo de profesionales que pueden intervenir en la discusión.

1. Taller

   Ofrecer taller a un grupo de personas para ilustrar y practicar algún método o aspecto de la docencia o disciplina, en la que la audiencia actúa como participante.

2. Foros y Panales

   Consiste de un grupo de participantes que discuten asuntos de interés académico ante un auditorio que puede intervenir en la discusión.

H. Conferencias

Es una exposición oral y pública de un asunto, programa, teoría y opinión. Incluye aquellas conferencias dictadas por el profesor a sus pares dentro o fuera de la institución u organización y grupos profesionales, culturales, sociales, internacionales, estatales, y académicas.

I. Conciertos y dirección de obras dramáticas

Se dará puntuación por la participación del docente como concertista o director de obras dramáticas que resulten en beneficio o prestigio para la institución.

J. Competencias y Olimpiadas

1. Competencias

   Desarrollar, organizar o coordinar una actividad donde se mide la capacidad atlética o la capacidad intelectual a nivel universitario o nacional.

2. Olimpiadas académicas o deportivas

   Desarrollar, organizar o coordinar la participación de un equipo en una competencia nacional o internacional.

K. Campamentos y clínicas

1. Campamentos

   Organizar o dirigir una actividad programada en términos de lugar y tiempo, con la participación de expertos que contribuyan a desarrollar los aspectos sociales, personales, éticos, físicos o académicos de los participantes.

2. Clínicas

   Adiestramiento ofrecido por un perito en el campo de la educación física, medicina deportiva o ciencias relacionadas con la salud.

L. Traducciones

Se considerarán para efectos de puntuación aquellos trabajos de traducción que constituyan una aportación del profesor a la comunidad o a los objetivos institucionales.

M. Programas de Radio y Televisión

Se considera bajo esta categoría la labor realizada por el guionista o invitado en un tema de interés académico. El profesor deberá someter evidencia de su participación al programa.

N. Producción de videos y/o guión

Se considera bajo esta categoría la creación y producción del contenido de un vídeo o guión que sea de interés académico o institucional.

O. Moderador

La persona que estudia las ponencias que se van a presentar en un foro o simposio y presenta al público un sumario sobre las mismas. No se incluyen en esta categoría maestros de ceremonia y presentadores de conferenciantes.

P. Indización

Descripción bibliográfica y asignación de accesos temáticos y onomásticos sistematizados luego del análisis del contenido de un artículo de revista, periódico, libro y otros documentos para facilitar el acceso y recuperación de la información contenida en el mismo. La indización puede ser manual o electrónica.

Q. Cursos Televisados

Se considerará bajo esta categoría la creación de cursos televisados y que su diseño sea de interés académico o institucional

V. MEJORAMIENTO PROFESIONAL

Se otorgará puntuación en estos renglones para el período de ascenso en cuestión. La actividad reclamada para un período de ascenso, no podrá ser incluida en futuros ascensos.

A. Cursos formales con crédito

Se entiende por cursos formales aquellos que se ofrecen regularmente en un semestre o periodo equivalente en una institución acreditada. Los mismos deben estar relacionados al área de especialidad.

B. Cursos sin crédito

Cursos a los que no se otorga un valor específico en créditos, pero que se provee un certificado de asistencia y participación en los mismos. Estos deberán estar relacionados con el campo profesional en que se desempeña el profesor.

C. Certificaciones profesionales

Certificación emitida por una agencia del ELA de PR u otra institución acreditadora para profesionales que así lo requieran. Las licencias de maestro, incluyendo las de supervisor, principal u otras, se consideran como un sólo título profesional.

D. Seminarios, congresos o convenciones

El tipo de seminario, congreso o convención a los que asista el profesor deberá contribuir a su enriquecimiento profesional.

E. Talleres

Se le dará crédito a todos los talleres que sean académicos e impliquen enriquecimiento profesional.

F. Conferencias

Se le dará crédito a todas las conferencias que sean académicas e impliquen enriquecimiento profesional.

G. Viajes culturales

Se considerarán bajo esta categoría los viajes culturales programados por una institución u organización académica reconocida.

No se considerará para puntuación viajes culturales que se realicen como parte de un curso.

Es necesario someter como evidencia el programa del viaje, que especificará los aspectos culturales a estudiarse.

H. Seminarios y talleres de siete horas o más

Se concederá crédito por los seminarios y talleres que duren siete horas o más.

VI. PARTICIPACION EN COMITES Y DEDICACION AL SERVICIO UNIVERSITARIO Y AL GOBIERNO

Al evaluar la contribución de un profesor **o Investigador Institucional** a la vida institucional, es necesario ir más allá de la mera cuantificación de su participación en comités y otras tareas. Se requiere determinar la calidad de dicha contribución.

Esto supone aquilatar el nivel de responsabilidad, la intensidad de la participación, el volumen y la excelencia del producto y la importancia de éste para el departamento, facultad, **Institución** o sistema. La participación de un profesor **o investigador** en muchos comités no debe, en sí misma, considerarse como positiva, si no se examina la calidad de esa participación. Como consecuencia, de verificarse que no ha existido participación de calidad aceptable, el evaluado podrá recibir una puntuación de cero, aún cuando haya sido miembro de varios comités.

Se requiere como evidencia de participación las actas de comités **o las hojas de asistencia a las reuniones del Comité**.

Los comités por los cuales se adjudique puntuación deben estar directamente relacionados con la labor académica, la investigación, la creación, la promoción cultural, el desarrollo profesional, la

participación administrativa de la universidad o en alguna rama de gobierno.

Se otorgará puntuación en estos renglones para el período de ascenso en cuestión. La actividad reclamada para un período de ascenso, no podrá ser incluida en futuros ascensos.

A. Lista ilustrativa (no excluyente) de comités y cuerpos que pueden considerarse para puntuación.

A Nivel de Sistema

1. Junta de Síndicos
2. Presidencia
3. Representante a la Junta de Síndicos
4. Junta Universitaria

A Nivel de Facultad

1. Senado Académico
2. Junta Administrativa
3. Comités Ad Hoc de la Junta y del Senado Académico incluye a los representantes de la facultad, senadores u otros. (Se concederá la puntuación por cada año o periodo en caso de los Comités Ad Hoc)
4. Comité de Personal de Facultad
5. Comité de Aprovechamiento
6. Junta de Disciplina
7. Junta de Subasta

8. Comité de Revistas y Publicaciones
9. Comité de Biblioteca
10. Comité de Actividades Culturales
11. Comité de Asuntos Estudiantiles
12. Comité de Cafetería
13. Comité de Tránsito
14. Comité acreditación: Timón
15. Subcomité acreditación
16. Junta Consultiva, CES, Middle State o Asoc. Profesionales
17. Comité Avalúo
18. Comité Educación General

A Nivel Departamental

1. Comité de Personal
2. Comité de Currículo
3. Comité de Readmisión, Reclasificación y Transferencia
4. Comité de Presupuesto y Proyecciones
5. Comité de Planificación
6. Comité de Biblioteca y Recursos Audiovisuales
7. Comité de Actividades Profesionales
8. Comité Avalúo
9. Comité Educación General

B. Responsabilidades Administrativas

Se considera bajo esta categoría el desempeño en posiciones administrativas dentro y fuera del Sistema de la UPR.

1. Presidente UPR
2. Rector
3. Decano
4. Decano Asociado o Auxiliar y Director OPEI
5. Director de Departamento
6. Coordinador o Ayudante
7. Coordinador Laboratorio
8. Coordinador de Práctica
9. Puesto directivo en gobierno
10. Asesoramiento universitario

Por asesoramiento universitario se entiende aquella actividad profesional que requiere el peritaje del profesor **o investigador** en su área de especialidad o profesión, dirigida a resolver un problema institucional.

Se solicitará como evidencia la solicitud de los servicios profesionales de la agencia o institución que se ofrecerá el servicio.

C. Asociaciones profesionales

Son aquellas asociaciones reconocidas legal o profesionalmente en áreas afines al campo de especialidad o actividad del profesor **e investigador**. Se acreditará la puntuación a partir del último ascenso.

Se le dará valor a la participación en aquellas asociaciones que impliquen un mejoramiento profesional al profesor **e investigador**.

D. Secciones Individualizadas de un curso regular

Se acreditará puntaje según la reglamentación vigente.

VII. SERVICIOS A LA COMUNIDAD

Labor constatable que rebasa el desenvolvimiento del profesor en el departamento, unidad o sistema. Consiste, además, en una aportación de su capacidad profesional y cívica. Se considerarán para ascenso actividades por las cuales el profesor (a) **e investigador** no ha recibido remuneración económica alguna. La actividad correspondiente a una consultoría deberá ser definida por el departamento **o la Institución**. Se otorgará puntuación en estos renglones para el período de ascenso en cuestión. La actividad reclamada para un período de ascenso, no podrá ser incluida en futuros ascensos.

VIII. AÑOS DE SERVICIO

Se consideran los años de servicios, según certificado por la Oficina de Recursos Humanos y se otorgará la puntuación correspondiente.

PROCEDIMIENTO DE ANOTACIÓN EN LA HOJA DE COTEJO

Es responsabilidad del profesor **e investigador** cumplimentar los puntajes correspondientes a su autoevaluación en el encasillado correspondiente a profesor. La Hoja de Cotejo correspondiente (profesor o investigador) debe ir acompañada con la evidencia que la sustenta y un bosquejo de su expediente, según establecido por las normativas vigentes.

A. Preparación Académica

1. Se escriben las puntuaciones.

2. Se suma el total de puntos acumulados y se anotan en el encasillado correspondiente.

B. Calidad de la Enseñanza / Calidad en el Desempeño

1. Se escriben las puntuaciones de por lo menos las tres últimas evaluaciones en la docencia. Se empieza por la más reciente y se continúa en orden hacia la más antigua. Para los investigadores, se escriben las puntuaciones de por lo menos las tres últimas evaluaciones del Comité de Investigadores Institucionales, comenzando con la más reciente y terminando con la más antigua.

2. Luego se anotan los resultados de las evaluaciones estudiantiles que deben ser no menos de tres. Esta evaluación no aplica a los investigadores institucionales.

3. Se anotan las puntuaciones obtenidas en las evaluaciones de Responsabilidad Inherente a la Docencia que corresponden a los mismos periodos mencionados en el punto 1.

Para los investigadores institucionales, se anotarán las evaluaciones del supervisor inmediato (Decano o Rector).

4. Se determina el promedio de cada una.

5. Se anotan los promedios en el tabulado correspondiente.

6. Para el profesor, se multiplica el promedio anotado de la docencia por tres (3), el promedio estudiantil por uno (1), y el promedio de responsabilidad inherente a la docencia por tres (3). Se anotan en la tercera columna. Se suman y se divide el total entre siete (7) para determinar el promedio en la calidad de la docencia.

7. En el caso del investigador, se multiplica por 0.5 el promedio de la evaluación del Supervisor Inmediato, se multiplica por 0.5 el promedio de la evaluación del Comité de Investigadores Institucionales. Luego se suman estas dos cantidades para determinar la puntuación final.

C. Creación de Conocimiento

Se describen las puntuaciones de las actividades de creación y divulgación en los encasillados correspondientes. Se suman y se anotan en el encasillado total. El profesor podrá anotar todas las actividades correspondientes a este encasillado según lo define el Manual, sin limitación en el total acreditable.

D. Actividades Académicas y Profesionales

Se describen las puntuaciones de las actividades de creación y divulgación en los encasillados correspondientes. Se suman y se anotan en el encasillado total. El profesor podrá anotar todas las actividades correspondientes a este encasillado según lo define el Manual, sin limitación en el total acreditable.

E. Mejoramiento Profesional

1. Se escriben las puntuaciones.

2. Se suma el total de puntos acumulados y se anotan en el encasillado correspondiente. No se limita la cantidad de puntos que se pueden acumular.

F. Participación en Comités y Dedicación al Servicio Universitario

1. Se escriben las puntuaciones correspondientes.

2. Se suma el total de puntos y se anotan en los encasillados correspondientes, sin limitación de puntos posibles.

G. Servicios a la Comunidad

1. Se anotan las diferentes actividades acreditables, con la puntuación correspondiente en los encasillados provistos.

2. Se suma el total de puntos y se anota en el encasillado correspondiente.

H. Años de Servicios Docentes en la UPR

1. Se anotan los años de servicios en la UPR, según certificado por la Oficina de Recursos Humanos.

2. Se multiplican los años de servicio por 1 y se anotan en el encasillado correspondiente.

I. Resumen de la Puntuación

1. Se anotarán las puntuaciones según se describe:

Columna A - Se trasladarán los totales de las secciones I, II, III, IV, V, VI y VII a los encasillados correspondientes.

Columna B - Se incluyen los factores de distribución:

I - 0.700
II - 0.500
III - 1.000

IV - 0.700
V - 0.500
VI - 0.400
VII - 0.350

Columna C - Se multiplica la columna A por el factor de distribución (Columna B) y se anota el total de puntos en el espacio correspondiente de la Columna C.

Se suma el subtotal y los puntos correspondientes por años de servicio para el total de puntos.

Se anota la puntuación final en el espacio correspondiente al gran total.

EVIDENCIAS A SOMETER POR EL PERSONAL DOCENTE

I. Preparación Académica

Transcripción de créditos oficial o copia del diploma.

II. Calidad de la Enseñanza/Calidad en el Desempeño

Incluir las evaluaciones estudiantiles, docentes y de responsabilidades inherentes a la docencia. Para los investigadores institucionales, se incluirán las evaluaciones del Supervisor inmediato y las del Comité de Investigadores Institucionales.

III. Creación de Conocimiento

Se someterá copia que evidencia la realización de Creación de Conocimiento.

A. Libros publicados en editoriales e imprentas independientes.

B. Obras literarias

C. Antologías

D. Artículos publicados (revistas profesionales, revistas académicas, periódicos, reseñas bibliográficas)

E. Investigaciones

Someter copia de su investigación y hallazgos. Adjunte otras evidencias disponibles.

F/G. Propuestas

Someter copia de la propuesta y evidenciar si la misma fue aprobada.

H. Diseños

Adjuntar copia del diseño profesional, patente o diseño gráfico y evidencia de su divulgación.

I. Obras artísticas

Someter copia de la obra

J. Editor

Someter copia de las ediciones llevadas a cabo.

IV. Actividades Académicas y Profesionales

A. Revisor de publicaciones en medios arbitrados

Someter carta de solicitud y copia del documento de corrección.

B. Periódicos

Someter copia del artículo.

C. Módulos

Someter copia del trabajo.

D. Manual de Uso Académico

Presentar copia del manual.

E. Creación de cursos

-Aprobados

Someter copia oficial de aprobación junto con su prontuario. El curso tiene que aparecer en la lista oficial de cursos autorizados para la unidad ("Master" de cursos).

-No aprobados

Someter prontuario documento "formato para la elaboración del prontuario de un curso", Vice Presidencia de Asuntos Académicos UPR.

F. Bibliografías

Someter evidencia del trabajo bibliográfico.

G. Seminarios, talleres, foros y paneles

Certificación o la lista de asistencia o carta de agradecimiento.

H. Conferencias

Certificación o la lista de asistencia o carta de agradecimiento.

I. Conciertos y dirección de obras dramáticas

Certificación donde se especifique la naturaleza del trabajo.

J. Competencias y olimpiadas

Cartas de agradecimiento o lista de asistencia o certificado.

K. Campamentos y clínicas

Cartas de agradecimiento o lista de asistencia o certificado.

L. Traducciones

Someter evidencia del documento primario y de la traducción realizada.

M. Programas de radio y televisión (producción de vídeos)

Certificación donde se evidencie la participación.

N. Producción de vídeo y/o guión

Someter copia de vídeo y/o guión

O. Moderador

Someter certificado, carta de agradecimiento o el programa.

P. Indización

Someter copia del trabajo

Q. Cursos Televisados

Someter copia del trabajo

V. Mejoramiento Profesional

A. Cursos con crédito

Transcripción de créditos, informe de notas o copia del certificado.

B. Cursos sin crédito

Copia del certificado

C. Certificaciones profesionales

Someter copia de licencia o título profesional vigente.

D. Seminarios, congresos o convenciones

Someter certificado, lista de asistencia, recibo de pago o cheque cancelado.

E. Talleres

Someter certificado, lista de asistencia, recibo de pago o cheque cancelado.

F. Conferencias

Someter certificado, lista de asistencia, recibo de pago o cheque cancelado.

G. Viajes Culturales

Someter evidencia del viaje cultural realizado. Adjuntar el programa de viaje y certificación de la institución que auspicia el viaje.

H. Seminarios y Talleres de 10 horas o más

Someter certificado, lista de asistencia, recibo de pago o cheque cancelado.

VI. Participación en Comités y Dedicación al Servicio Universitario y Gobierno

A. Adjuntar evidencia de la participación activa en comités. Someter carta de nombramiento, actas de sus reuniones, carta del presidente del comité o copia del informe final donde evidencie la labor realizada por el profesor que reclama los puntos. El Director del Departamento puede certificar los miembros de los Comités Departamentales (incluirá deberes y tareas del comité, nombres de los miembros activos y periodo que cubre el nombramiento).

B. Adjuntar el Formulario DAA-III o la Hoja de Cambio Salarial o Certificación.

C. Asociaciones Profesionales

Someter evidencia de las asociaciones profesionales a las cuales pertenece el profesor correspondiente al periodo considerado durante el ascenso en rango. Puede presentar la tarjeta con su número de socio y el año correspondiente de su membresía o certificación oficial o en su defecto el cheque cancelado.

VII. Servicios a la Comunidad

Someta certificación de la entidad que recibe el servicio.

Notas:

En el caso de personal docente con funciones administrativas, no se considerarán para puntuaciones labores o actividades inherentes al puesto. En el caso de los bibliotecarios, las labores incluidas en los formularios para evaluar la calidad de la enseñanza, no se podrán reclamar para ascensos en rango.

GLOSARIO DE TÉRMINOS

1. Académico

   Se entiende por académico todo lo relacionado con las actividades de una institución de enseñanza.

2. Artículos de periódicos o revistas

   Escritos de cierta extensión e importancia donde se explora un tema.

3. Conferencia

   Es una exposición oral y pública de un asunto, programa, teoría u opinión.

4. Congreso

   Junta de personas para deliberar formalmente sobre algún tema a nivel nacional o internacional.

5. Creación de cursos

   Proceso que establece la descripción, el contenido y los objetivos de un curso que ha sido sometido a los organismos pertinentes y que difiere de los anteriormente creados.

6. Exposición, conciertos, dirección y actuación en obras dramáticas

   Se puede resumir en la expresión: Obra artística o literaria, producción de un objeto, ya sea de índole literaria, de artes plásticas, musical, etc., que tiene como objetivo el logro de la belleza y el disfrute estético para quien la lee, observa o participa en ella.

7. Investigaciones

Proceso intelectual constituido por una serie de actividades organizadas rigurosamente y dirigidas hacia la solución de un problema o el logro de una aportación a una disciplina en particular.

8. Libro

Obra científica o literaria o de divulgación con sustancia y forma de bastante extensión para formar un volumen.

9. Manual

Compendio sustancial de una materia que persigue una finalidad eminentemente didáctica.

10. Módulos

Es una unidad autónoma diseñada para el aprendizaje individual que contiene una serie de actividades para el logro de un mínimo de objetivos redactados en términos de conducta observable y medible.

11. Periódico

Todo impreso que aparece a intervalos regulares de menos de un año de tiempo y continúa por un periodo indefinido. Debe distinguirse de un boletín.

12. Poemario

Conjunto o colección de poemas originales que forman un volumen.

13. Ponencia

Relación de un asunto académico y proposición de su resolución que se presenta ante una asamblea.

14. Profesional

Toda actividad relacionada con un campo de especialidad.

15. Propuesta

Es un proyecto de interés académico o de beneficio institucional apoyado en la exposición de una necesidad y el estudio de los mecanismos y costos que conlleva resolverla.

16. Publicaciones

Obra escrita que se ha dado a conocer a través de los medios de divulgación. Criterios: Aceptación para publicación en revistas o casa editora. Juicio crítico de expertos y colegas. Extensión del escrito. Complejidad y alcance. Aportaciones bibliográficas.

17. Revisor de Artículos Internacionales

Profesional que por su peritaje hace revisiones de artículos o trabajos a publicarse a nivel internacional.

18. Simposio

Reunión de especialistas para dilucidar formalmente cuestiones y temas de su peculiar incumbencia.

19. Traducción

Labor que consiste en expresar en una lengua lo que está escrito o se ha expresado antes en otra.

20. Viajes Culturales

Se consideran bajo esta categoría los viajes programados para estos propósitos dirigidos por una institución académica reconocida.

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
JUNTA ADMINISTRATIVA
PO BOX 4800 Carolina, PR 00984-4800

HOJA DE COTEJO CANDIDATOS A ASCENSO EN RANGO

Nombre: _____ **Departamento:** _____

Fecha de presentación: _____ **Rango Actual:** _____

Preparación académica actual: _____ **Rango Propuesto:** _____

Institución: _____ **Años de servicio en la UPR:** _____

Disciplina: _____ **Año:** _____ **Fecha en que se concedió el rango actual:** _____

I. Preparación Académica

10 pts.	15 pts.	10 pts.	4 pts.	8 pts.	4 pts.	2 pts.
Post - Doctorado	Doctorado en el área	Doctorado en áreas afines	Doctorado en áreas no relacionadas	Maestría en el área	Maestría en áreas afines	Maestría en áreas no relacionadas

Puntuación total: 0

II. Calidad de Enseñanza

A. Evaluaciones (Las tres más recientes por área)

	Año	Docente	Estudiantil (No aplica a Biblioteca)	Responsabilidad Inherente a la Docencia
1.				
2.				
3.				

	Profesor		Comité de Personal		Comité de Facultad		Junta Administrativa	
Evaluación	Promedio	Puntuación	Promedio	Puntuación	Promedio	Puntuación	Promedio	Puntuación
Docente	0.000	0	0.000	0	0.000	0	0.000	0
Estudiantil	0.000	0	0.000	0	0.000	0	0.000	0
Responsabilidad Inherente a la Docencia	0.000	0	0.000	0	0.000	0	0.000	0
		0.000		0.000		0.000		0.000

III. Creación de Conocimiento

		Profesor		Comité de Personal		Comité Facultad		Junta Administrativa	
	Pts.	Núm.	Total	Núm.	Total	Núm.	Total	Núm.	Total
A. Libros Publicados en:									
1. Editoriales	15		0		0		0		0
2. Segunda edición y sucesivas	5		0		0		0		0
3. Edición revisada	8		0		0		0		0
4. Imprentas independientes	5		0		0		0		0
5. Capítulos en libro	5		0		0		0		0
B. Obras literarias									
1. Premiadas	7		0		0		0		0
2. Presentadas o publicadas	5		0		0		0		0
3. No presentadas o no publicadas	1		0		0		0		0
C. Antologías	3		0		0		0		0
D. Publicaciones en medios arbitrados:									
1. Revistas científicas o especializadas	5		0		0		0		0
2. Revistas profesionales	4		0		0		0		0
3. Revistas académicas	3		0		0		0		0
4. Publicaciones departamentales	1		0		0		0		0
5. Periódicos, reseñas bibliográficas	1		0		0		0		0
6. Revistas de interés general	1		0		0		0		0
7. Boletines	1		0		0		0		0
E. Investigaciones Publicadas									

1. En revistas científicas o especializadas	10		0		0		0		0
2. En revistas profesionales	8		0		0		0		0
3. En revistas académicas	6		0		0		0		0
4. En revistas departamentales	3		0		0		0		0
5. Presentadas en foros y congresos	5		0		0		0		0
6. Abstracts	2		0		0		0		0
7. No publicadas	1		0		0		0		0
F. Propuestas de Investigación									
1. Aprobadas									
a. Agencias federales y fundac. Internac.	10		0		0		0		0
b. Agenc. Esta., munici., corp., fundac.	5		0		0		0		0
c. Organismos UPR	8		0		0		0		0
f. UPR-Carolina	3		0		0		0		0
2. No Aprobadas									
a. Agencias federales y Fundac. Internac.	3		0		0		0		0
b. Agenc. Esta., munici.,corp., fundac.	2		0		0		0		0
c. Organismos UPR	1		0		0		0		0
G. Otras Propuestas									
1. Aprobadas									
a. Agencias federales y fundac. Internac.	8		0		0		0		0
b. Agenc. Esta., munici., corp., fundac.	5		0		0		0		0
c. Organismos UPR	5		0		0		0		0
d. Propuestas Bachillerato	5		0		0		0		0
e. Propuesta revisión curricular mayor	2		0		0		0		0
f. UPR-Carolina	3		0		0		0		0
2. No Aprobadas									
a. Agencias federales y Fundac. Internac.	3		0		0		0		0
b. Agenc. Esta., munici.,corp., fundac.	2		0		0		0		0
c. Organismos UPR	1		0		0		0		0
d. Propuesta Bachillerato	3		0		0		0		0
e. Propuesta revisión curricular	1		0		0		0		0
H. Diseños									
1. Profesionales	5		0		0		0		0
2. Diseño Gráfico divulgado nivel Internacional	5		0		0		0		0
3. Diseño Gráfico divulgado a nivel estatal	2		0		0		0		0
4. Diseño Gráfico divulgado a nivel institucional ……..…….c/unidad (Máximo 10 pts.)	1		0		0		0		0
I. Obras artísticas plásticas o musicales									
1. Creada no publicada...c/unidad (Máximo 10)	1		0		0		0		0
2. Publicada	5		0		0		0		0
3. Expuestas por invitación									
a. Artes plásticas									
1. En museos o salas reconocidas	10		0		0		0		0
2. Recintos sistema o univ. privadas	3		0		0		0		0
3. Otras instituciones públicas o privadas ……..…….c/unidad (Máx.12 pts.)	1		0		0		0		0
b. Musicales									
1. Interpretado en salas de concierto	10		0		0		0		0
J. Editor									
1. Antologías	3		0		0		0		0
2. Revistas	3		0		0		0		0
3. Periódicos	3		0		0		0		0
TOTALES		0	**0**	0	**0**	0	**0**	0	**0**

IV. Actividades Académicas y Profesionales		Profesor		Comité de Personal		Comité Facultad		Junta Administrativa	
	Pts.	Núm.	Total	Núm.	Total	Núm.	Total	Núm.	Total
A. Revisor de publicaciones en medios arbitrados	3		0		0		0		0
B. Periódicos									
1. Artículos, comentarios, crónicas	3		0		0		0		0
2. Entrevistas	4		0		0		0		0
3. Noticias	2		0		0		0		0
C. Módulos	3		0		0		0		0
1. Computadorizados	4		0		0		0		0
D. Manuales de uso académico									
1. de curso	6		0		0		0		0
2. de cada unidad (máximo 6 pts.)	1		0		0		0		0
E. Creación de cursos	2		0		0		0		0
F. Bibliografías									

1. Bibliografía analítica o crítica	4		0		0		0		0
2. Bibliografía anotada	3		0		0		0		0
3. Bibliografía selectiva	2		0		0		0		0
G. Seminarios,talleres,foros y paneles..c/unidad	2		0		0		0		0
H. Conferencias	2		0		0		0		0
1. Plenarias magistral	2		0		0		0		0
I. Conciertos y dirección de obras dramáticas	2		0		0		0		0
J. Competencias y olimpiadas …c/unidad	2		0		0		0		0
K. Campamentos y clínicas…….c/unidad	2		0		0		0		0
L. Traducciones									
1. De libros……c/unidad (hasta 10 pts.)	3		0		0		0		0
2. De artículos	1		0		0		0		0
3. Documentos institucionales	2		0		0		0		0
M. Programas de radio y televisión	2		0		0		0		0
N. Producción de vídeo y/o guión	3		0		0		0		0
O. Moderador	1		0		0		0		0
P. Indización …c/unidad	1		0		0		0		0
Q. Cursos televisados…….(Máximo 10)	2		0		0		0		0
TOTALES		0	**0**	0	**0**	0	**0**	0	**0**

V. Mejoramiento Profesional		Profesor		Comité de Personal		Comité Facultad		Junta Administrativa	
	Pts.	Núm.	Total	Núm.	Total	Núm.	Total	Núm.	Total
A. Cursos graduados con crédito conducentes a grado……..c/curso	1.5		0		0		0		0
B. Cursos sin crédito.....c/curso	0.5		0		0		0		0
C. Certificaciones profesionales	2		0		0		0		0
D. Sem. , congresos o convenciones 1pto. c/3	0.333		0		0		0		0
E. Talleres ……..1 pto. c/3	0.333		0		0		0		0
F. Conferencias ……..1 pto. c/5	0.2		0		0		0		0
G. Viajes culturales	1		0		0		0		0
H. Seminarios y Talleres de 7 hrs. o más	1		0		0		0		0
TOTALES		0	**0**	0	**0**	0	**0**	0	**0**

VI. Participación en Comités y Dedicación al Servicio Universitario y Gobierno		Profesor		Comité de Personal		Comité Facultad		Junta Administrativa	
	Pts.	Núm.	Total	Núm.	Total	Núm.	Total	Núm.	Total
A. Nivel									
1. Rep. Junta Síndicos……c/año	5		0		0		0		0
2. Presidencia……..c/año	4		0		0		0		0
3. Junta Univ. ……c/año	4		0		0		0		0
4. Rep. Junta de Retiro	4		0		0		0		0
5. Unidad Institucional									
a. Senado Académico ……..…… c/año	4		0		0		0		0
b. Subcomité ……..…….. ……c/año	2		0		0		0		0
c. Junta Adm. ……..……..……c/año	4		0		0		0		0
d. Subcomité ……..…….. c/año	2		0		0		0		0
6. Otros Comités……..……..c/año	2		0		0		0		0
7. Comité Pers. de Facultad ..…….. c/año	4		0		0		0		0
8. Departamento ……..……..…… c/año	1		0		0		0		0
9. Comité Pers. de Depto. ……c/año	3		0		0		0		0
10. Consejero Asoc. Est……..…… c/año	1		0		0		0		0
11. Comité Acreditación: Timón…..x periodo	4		0		0		0		0
12. Subcomités Acreditación.....x periodo	3		0		0		0		0
13. Junta Consultiva, CESPR o MSCHE ……..x periodo	4		0		0		0		0
14. Director(a) tesis.....x tesis	5		0		0		0		0
15. Lector de Tesis……..x tesis	2		0		0		0		0
B. Responsabilidades Administrativas									
1. Presidente …….…… c/año	10		0		0		0		0
2. Rector ……..……..c/año	9		0		0		0		0
3. Decano ……..……c/año	7		0		0		0		0
4. Decano Asoc. o Aux. y Dir. OPEI….c/año	5		0		0		0		0
5. Director de Departamento ……..… c/año	5		0		0		0		0
6. Coordinador o Ayudante ……..…… c/año	2		0		0		0		0
7. Coordinador Laboratorio ……c/año	2		0		0		0		0
8. Coordinador de Práctica……..c/año	2		0		0		0		0
9. Puesto Directivo Gobierno ……..… c/año	1.5		0		0		0		0

10. Asesoramiento Universitario	2		0		0		0		0
C. Asociaciones Profesionales Reconocidas.....c/asoc. c/año									
1. Miembros	1		0		0		0		0
2. Puestos directivos	1.5		0		0		0		0
D. Secciones Individualizadas de un curso regular .....c/curso	1		0		0		0		0
TOTALES		0	**0**	0	**0**	0	**0**	0	**0**

VII. Servicios a la Comunidad

	Pts.	Profesor Núm.	Profesor Total	Comité de Personal Núm.	Comité de Personal Total	Comité Facultad Núm.	Comité Facultad Total	Junta Administrativa Núm.	Junta Administrativa Total
A. Consultorías ... c/unidad (Máx. 10 pts.)	1		0		0		0		0
B. Labor Comunitaria...c/unidad (Máx. 10 pts.)	1		0		0		0		0
TOTALES		0	**0**	0	**0**	0	**0**	0	**0**

VIII. Años de Servicios Docentes en la UPR

A. Número de años (1 pto. por año): 0 Puntuación: 0

Resumen de la Puntuación

	A Puntos por renglón				B	C A x B			
	Profesor	Personal	Facultad	Junt. Adm.	Factor	Profesor	Personal	Facultad	Junt. Adm.
I	0	0	0	0	0.700	0	0	0	0
II	0.000	0.000	0.000	0.000	0.500	0.000	0.000	0.000	0.000
III	0	0	0	0	1.000	0	0	0	0
IV	0	0	0	0	0.700	0	0	0	0
V	0	0	0	0	0.500	0.000	0.000	0.000	0.000
VI	0	0	0	0	0.400	0	0	0	0
VII	0	0	0	0	0.350	0	0	0	0
					Subtotal	**0.000**	**0.000**	**0.000**	**0.000**
					VIII	0	0	0	0
	Gran Total					**0.000**	**0.000**	**0.000**	**0.000**

PARA USO OFICIAL SOLAMENTE

RECOMENDACIÓN

	Recomendado	Denegado		
Comité de Personal Departamental	☐	☐	Firma	Fecha
Comité de Personal de Facultad	☐	☐	Firma	Fecha
Junta Administrativa	☐	☐	Firma	Fecha

DECISIÓN FINAL

Rango Propuesto: 0

Aprobado ☐ **Denegado** ☐ **Retirado** ☐ **Pendiente** ☐

Universidad de Puerto Rico en Carolina
Decanato de Asuntos Académicos
PLAN DE DESARROLLO DE FACULTAD

El desarrollo de facultad puede percibirse como una herramienta efectiva que tiene el potencial de impactar las prácticas instruccionales del docente, así como el aprendizaje estudiantil (Ambrosino, 2011). El componente de desarrollo de facultad puede definirse como un programa dirigido al docente que está enfocado en tres áreas principales: en su rol de maestro, como erudito y profesional académico, y como persona (POD 2009). Bajo este marco de referencia es que se desarrolló el plan de mejoramiento profesional y capacitación dirigido a la Facultad de la Universidad de Puerto Rico en Carolina (UPR en Carolina).

Las iniciativas que se presentarán a continuación están alineadas al plan sistémico Diez para la Década, la Misión, Visión y el Plan Estratégico de la UPR en Carolina y el Plan Operacional del Decanato de Asuntos Académicos. Asimismo, está en cumplimiento con las disposiciones de agencias acreditadoras, tales como la *Middle States Commission on Higher Education*, otras agencias de acreditación profesional y la Oficina del Contralor. Esta alineación será evidenciada en este documento y la tabla que lo acompaña.

Alineación con el Plan Sistémico Diez para la Década- Agenda para la planificación 2006-2016

El plan de Desarrollo de Facultad de la UPR en Carolina está alineado a los siguientes propósitos, metas y objetivos del Plan Sistémico Diez para la Década- Agenda para la planificación 2006-2016:

Propósito	**Meta**	**Objetivos**
II. Culturas académicas de actualización, experimentación y renovación	La Universidad de Puerto Rico fomenta culturas académicas que atemperan sus ofertas curriculares, modalidades de enseñanza-aprendizaje e investigación a los mejores desarrollos en los diferentes campos del conocimiento y provee protocolos ágiles y flexibles para la evaluación, renovación y avalúo académico.	• Estimular y apoyar a la facultad e investigadores en la obtención de grados terminales en sus respectivas disciplinas • Fomentar y apoyar la investigación [...] • Alentar, de manera sostenida y sin menoscabos administrativos, formas alternas de docencia, entre ellas el aprendizaje experiencial, la enseñanza en línea y la enseñanza en equipo. • Proveer las estrategias adecuadas para el mejoramiento

		profesional y la actualización de los métodos de enseñanza-aprendizaje de los docentes.
III. Investigación y labor creativa competitiva	La Universidad de Puerto Rico respalda con recursos, apoyos técnicos administrativos y equipamientos la generación de conocimientos y tecnologías en función de parámetros crecientes de competitividad tanto en la dimensión básica como aplicada; en las ciencias naturales como en las humanas, y concierta para ello acuerdos de cooperación intra sistémicos, y con otras universidades, centros de investigación, gobiernos e industria.	• Promover la investigación y la labor creativa competitiva en todas las disciplinas • Estimular la generación de investigadores en disciplinas teóricas y aplicadas con los equipamientos, exposición, ambientes de trabajo y respaldo administrativo adecuados. • Auspiciar la creación de centros multidisciplinarios y multicampus de investigación en Puerto Rico
IV. Cultura de evaluación y avalúo institucional	La Universidad de Puerto Rico promueve una cultura de evaluación y de avalúo de su articulación organizativa, de sus operaciones y actividades académicas, administrativas y gerenciales que potencia los mejores desempeños institucionales; dinámicas informadas y deliberadas de renovación y prácticas de auditabilidad con respecto de la comunidad interna y externa, y permite calibrar el cumplimiento de los propósitos de la Institución tal y como lo consignan los rectores en sus documentos y la Agenda para la Planificación.	• Propiciar el escrutinio de agencias acreditadoras externas y nacionales con el objetivo de garantizar a cabalidad y de forma sistemática la calidad y eficiencia del desempeño institucional. • Promover una cultura de evaluación de los recursos fiscales, humanos y de la programación institucional, que sirva de base para establecer cambios ágiles como principio rector de la gestión universitaria en todos los niveles.

V. Actualización tecnológica	La Universidad de Puerto Rico establece y mantiene una universidad actualizada tecnológicamente de manera que se optimizan sus funciones de docencia aprendizaje, investigación, servicio, creación y administración al promoverse las colaboraciones y enlaces productivos, la agilidad administrativa, el acceso a las fuentes de información académica e institucional y la comunicación al exterior, al interior y entre las unidades sistémicas.	• Proveer accesibilidad efectiva a la red y a los equipos tecnológicos a los estudiantes, exalumnos y docentes así como auspiciar adiestramientos para fortalecer sus competencias informáticas. • Apoyar iniciativas de educación en línea y de educación a distancia.

Alineación con la Misión y visión de la UPR en Carolina

Según reza la **misión de la UPR en Carolina**, la Institución promueve "los más altos valores de integridad, ética y excelencia académica". Nuestros "programas de estudios desarrollan en nuestros estudiantes los conocimientos de su disciplina, así como destrezas de pensamiento analítico, crítico e investigativo, comunicación efectiva, aprecio por la herencia cultural y respeto por la diversidad". Para lograr el fiel cumplimiento de nuestra misión es importante contar con una facultad altamente capacitada para lograr su labor de enseñanza de manera efectiva, lo que redundará en un mejor aprendizaje estudiantil.

Según se manifiesta en la **visión**, la UPR en Carolina:

- Estará a la vanguardia en la utilización de procesos de enseñanza-aprendizaje centrados en métodos pedagógicos innovadores que incorporen el uso creativo de la tecnología y trasciendan el salón de clases
- Creará espacios de investigación para profesores y estudiantes que fortalezcan la experiencia educativa y que fomenten la creación de conocimiento.
- Fomentará el desarrollo profesional de su facultad y atraerá educadores e investigadores que sobresalgan en la investigación, docencia y creatividad.
- Forjará continuamente un profundo respeto por valores éticos, de compromiso y excelencia.

Alineación con el Plan Estratégico Institucional, el Plan Operacional del Decanato Académico y los Proyectos Emblemáticos

Como se ha mencionado anteriormente, el Decanato de Asuntos Académicos creó su Plan de Desarrollo de Facultad enmarcado en el Plan de Estratégico Institucional, Misión, Visión y el Plan Operacional del Decanato de Asuntos Académicos.

El Plan Operacional del Decanato Académico incluye los siguientes objetivos dirigidos a capacitar a la Facultad:

- Objetivo 7. Proveer las herramientas necesarias para fomentar el proceso de aprendizaje colaborativo.
- Objetivo 8. Fomentar y apoyar la investigación que contribuya al desarrollo del conocimiento y a la solución de problemas.
- Objetivo 9. Promover el desarrollo profesional de la facultad para que redunde en el enriquecimiento de los programas de estudio.
- Objetivo 16. Fomentar el desarrollo y uso de los recursos tecnológicos de forma eficiente y responsable.

Con miras a trazar un plan de trabajo definido y lograr la consecución de sus objetivos, el Decanato agrupó sus iniciativas bajo **seis proyectos emblemáticos**. Cuatro de estos son de relevancia para este plan de Desarrollo de Facultad, estos son:

Ahora es: Avalúo del Aprendizaje

- ◈ Implantar un proceso sistemático para llevar a cabo todo el ciclo de avalúo y atender las necesidades de los programas académicos y cursos.

Únicos con Excelencia: Calidad vs. Cantidad

- ◈ Fortalecer el proceso de acreditación para apoyar a los programas únicos en el cumplimiento de los estándares requeridos por la agencia acreditadora
- ◈ Investigación Multidisciplinaria
    - CIPSHI, CIME, CIMUD, Investigación en Acción e Investigación Aplicada y Creación

Visión compartida: Departamentos trabajando y creando

- ◈ Creación de programas académicos innovadores
- ◈ ALAAS Académico
    - Actividades de mejoramiento profesional para docentes, personal de apoyo y estudiantes
    - Orientación a profesores nuevos

Una mirada al futuro: Educación a distancia

- ◈ Capacitar a los profesores en el uso de la tecnología e integrar la misma en sus labores docentes

Asimismo, la **Oficina del Contralor** mediante el Programa de Control Interno y de Prevención (PROCIP) requiere la preparación anual de un Plan de Adiestramiento, Capacitación y Desarrollo del Personal. Además, solicita que se le brinde orientación formal al personal de nuevo ingreso sobre valores y normas de conducta.

Una vez identificadas las necesidades y objetivos, se creó una **red de apoyo institucional** para contribuir al logro de los objetivos trazados en el plan, entre los que se encuentran:

- Rectoría
    - Oficina de Recursos Humanos
    - Oficina de Presupuesto
    - Academia de Liderato Académico y Administrativo para el Servicio (ALAAS) - Rectoría
        - Dirigida a fortalecer en los supervisores aspectos tales como liderazgo, manejo del tiempo, inteligencia emocional y otras áreas necesarias para la capacitación profesional.
    - Oficina de Desarrollo Institucional
        - Proyecto Título V
    - Oficina de Planificación y Estudios Institucionales (Programa de Avalúo)
- Decanato Académico
    - Proyecto ALAAS Académico- Enfocado en el desarrollo de mejoramiento profesional para docentes, personal de apoyo y estudiantes.
    - Centro de Investigación Multidisciplinario
    - Comité de Educación a Distancia
    - Comité de Currículo Institucional
    - *Faculty Resource Network*- Acuerdo con *New York University* para actividades de mejoramiento para docentes en la investigación
    - Departamentos Académicos

En el plan vigente de Desarrollo de Facultad del Decanato Académico (2014- 2017) se detallan los objetivos, actividades, recursos y otros componentes (Ver Anejo 1). Además, se incluyen estrategias específicas correspondientes a los años 2015- 2018 en el Plan de capacitación y desarrollo de la facultad desarrollado como parte del proyecto Título V Cooperativo (Ver Anejo 9).

Asimismo, se detallan actividades previas realizadas como parte del proyecto ALAAS Rectoría, ALAAS Académico, proyecto Título V, Faculty Resource Network, actividades de mejoramiento profesional de la facultad, entre otras evidencias (Ver Anejos 4-7,10). Durante el presente año académico continuaremos desarrollando actividades de mejoramiento profesional y talleres de capacitación de la facultad de acuerdo a las necesidades identificadas.

Presupuesto

El Programa de Desarrollo de Facultad de la UPR en Carolina, se nutre principalmente de las siguientes fuentes presupuestarias:

- Partida Institucional para el Mejoramiento Profesional: Este fondo provee aproximadamente $5,926.00 anualmente designados para estos fines
- Fondos para Investigación Institucional: Partida de aproximadamente $46,208 anual
- Fondos Universidad Extendida (UNEX): (10% de los ingresos generados - según Certificación #19 (SA, 2009-10).

    XII.A.4. *La UNEX auspiciará oportunidades de desarrollo profesional para la facultad, administradores y personal de apoyo adscritos a ésta.*

XV.B.1. *La UNEX mantendrá un plan presupuestario que…contemple fondos para el desarrollo de la facultad y personal de apoyo*…

- Fondos Proyecto Título V

Referencias:

Ambrosino, R. & Peel, J. (2011). Faculty development programs: Assessing the impact on instructional practices, and student learning and motivation. *The Journal of Faculty Development*, *25*(2), 33-38.

Arbona, C. M. (2012). *Prácticas y modelos de capacitación y desarrollo de facultad: En instituciones de educación superior privadas en Puerto Rico.*Cuaderno de investigación en la Educación. Número 27, Dic2012, pp 75-92.

Professional and Organization Development Network in Higher Education [POD]. (2009). Recuperado de http://www.podnetwork.org/faculty_development/definition.htm http://podnetwork.org/about-us/what-is-faculty-development/

Álvarez Cuellar (2015). Plan de capacitación y desarrollo de la facultad- Título V Cooperativo

Martínez, Cristina (2015). Plan de Desarrollo de Facultad - Título I Individual (2015)

Anejos:

Anejo 1- Plan de Desarrollo de Facultad- Decanato Académico (2014-2017)
Anejo 2- Plan Operacional del Decanato Académico
Anejo 3- Proyectos Emblemáticos
Anejo 4- ALAAS Académico
- 4.1- Manual de ALAAS
- 4.2- Tabla de Actividades Realizadas
- 4.3- Informe de Mejoramiento Profesional

Anejo 5- Faculty Resource Network- Listado de actividades
Anejo 6- Actividades Realizadas ALAAS Rectoría
Anejo 7- Plan de Adiestramiento Recursos Humanos
Anejo 8- Plan de Desarrollo de Facultad - Título I Individual (2015)
Anejo 9- Plan de capacitación y desarrollo de la facultad- Título V Cooperativo (2015-2018)
Anejo 10- Informe de Actividades Realizadas de Investigadores y Facultad a través del proyecto Título V

ANEJO 1

PLAN DE DESARROLLO DE FACULTAD

DECANATO DE ASUNTOS ACADÉMICOS

AÑOS 2014-2017

Objetivo	Estrategia o Actividad del Decanato	Fecha/ Periodo de implantación de la estrategia	Recursos Necesarios (Monetario, recursos humanos y otros)	Indicador de Logro	Persona/ Oficina Responsable
Capacitar a la facultad en el uso, manejo e integración de la tecnología en sus labores docentes.	1.1- Realizar un estudio de necesidades para determinar necesidades específicas de la Facultad en el área de la Tecnología. 1.2- Coordinar talleres de diferentes temas relacionados a la tecnología , según las necesidades identificadas.1.3. Capacitar a la Facultad en el proceso de enseñanza-aprendizaje en cursos de Educación a Distancia. 1.4- Capacitar a la facultad en los estándares de "Quality Matters", para el diseño de los cursos a distancia. 1.5- Realizar talleres de Moodle como plataforma principal para ofrecer cursos a distancia.	2014- continuo	Talleres de capacitación para la Facultad presenciales y a distancia (Costo varía).	Aumento en la cantidad de profesores certificados en educación a distancia. Cantidad de profesores que asisten a los talleres de tecnología. Aumento en la cantidad de cursos híbridos y de educación a distancia.	Decanato Académico; Departamentos Académicos; Programa de Educación a Distancia; Título V; Desarrollo de Facultad

Objetivo	Estrategia o Actividad del Decanato	Fecha/ Periodo de implantación de la estrategia	Recursos Necesarios (Monetario, recursos humanos y otros)	Indicador de Logro	Persona/ Oficina Responsable
Estimular y apoyar el desarrollo continuo del personal docente en la Investigación, publicación y redacción de propuestas para allegar fondos externos a la Institución.	1.1- Desarrollar un plan para incentivar a los profesores investigadores. 1.2- Capacitar a la facultad en la redacción de propuestas para allegar fondos externos. 1.3- Proveer asistencia técnica a los profesores interesados en la redacción de propuestas de investigación. 1.4- Promover el desarrollo de acuerdos de colaboración para proyectos de investigación entre universidades y la industria 1.5- Creación del Centro de Investigación Multidisciplinario. 1.6- Celebrar un Congreso Anual de Investigación en la UPR en Carolina. 1.7- Fomentar la publicación de investigaciones en revistas indexadas y participación en congresos de investigación. 1.8- Reactivación de la Revista Institucional Humanismo y Tecnología.	2015- continuo	Incentivos para profesores investigadores	Aumento en el número de propuestas sometidas y cantidad de publicaciones. Aumento en la cantidad de investigaciones.	Decanato Académico; Departamentos Académicos; Centro de Investigación Multidisciplinario; Título V; Desarrollo de Facultad; Faculty Resource Network

Objetivo	Estrategia o Actividad del Decanato	Fecha/ Periodo de implantación de la estrategia	Recursos Necesarios (Monetario, recursos humanos y otros)	Indicador de Logro	Persona/ Oficina Responsable
Capacitar a los profesores en técnicas para el desarrollo de propuestas de programas académicos innovadores y revisión de programas existentes.	1.1- Creación del Comité de Currículo Institucional. 1.2- Ofrecer talleres de capacitación para el desarrollo de propuestas de programas académicos, certificaciones profesionales y otros. 1.3- Ofrecer talleres a los profesores sobre las certificaciones aplicables a la creación y revisión de programas académicos y prontuarios.	2014- continuo	Descarga para el profesor a cargo de redactar la propuesta. Decarga para el Coordinador del Comité de Currículo Institucional, Coordinador de acreditación y Coordinador de programas no acreditables	Mínimo de tres propuestas	Decanato, Académico; DECEP; Departamentos Académicos; Comité de Currículo Institucional; Acreditación Profesional
Adiestrar a la Facultad en temas relacionados al proceso de enseñanza - aprendizaje y estrategias de avalúo en el salón de clases.	1.1- Ofrecer talleres de adistramiento a la facultad. 1.2- Fomentar la toma de decisiones basadas en los resultados de avalúo. 1.3- Adiestrar a la facultad en el desarrollo de pruebas, así como en el análisis y utilización de los resultados de manera efectiva. 1.4- Adiestrar a la Facultad en la utilización del sistema de Remark Office para corrección de pruebas. 1.5- Taller de capacitación- Avalúo: Efectivo y fácil	2014- continuo	Coordinador de Avalúo Institucional y Departamental; Comités de Avalúo Departamental; Coordinador de cursos departamentales	80% de cumplimiento del Plan de Avalúo Institucional en todos los niveles	Decanato Académico; Acreditación profesional; CRA; DECEP; Departamentos Académicos; Desarrollo de Facultad; Oficina de Planificación y Estudios Institucionales- Avalúo

Objetivo	Estrategia o Actividad del Decanato	Fecha/ Periodo de implantación de la estrategia	Recursos Necesarios (Monetario, recursos humanos y otros)	Indicador de Logro	Persona/ Oficina Responsable
Promover la participación activa de la facultad en procesos de acreditación institucional y licenciamiento.	1.1- Ofrecer adiestramientos a la facultad sobre procesos de acreditación. 1.2- Fomentar que el Coordinador de Acreditación asista a las conferencias anuales de la Middle States o acreditadoras profesionales.	2014- continuo	Descarga para Coordinador de Acreditación Institucional; Nombramiento de coordinadores de departamentales de acreditación; Fondos para gastos de acreditaciones y re-acreditaciones.	Aumentar la cantidad de programas y servicios acreditados profesionalmente.	Decanato Académico; Acreditación profesional; Consejería y Servicios Psicológicos; CRA; Departamentos Académicos

Objetivo	Estrategia o Actividad del Decanato	Fecha/ Periodo de implantación de la estrategia	Recursos Necesarios (Monetario, recursos humanos y otros)	Indicador de Logro	Persona/ Oficina Responsable
Estimular y apoyar el desarrollo continuo y mejoramiento profesional del personal docente en sus respectivas áreas de especialidad.	1.1- Desarrollar un instrumento para determinar las necesidades de adiestramiento para la facultad. 1.2- Desarrollo de talleres de mejoramiento profesional para la Facultad, personal de apoyo y estudiantes mediante el proyecto Academia de Liderato Académico y Administrativo para el Servicio (ALAAS- Académico). 1.3- Estimular la participación de la Facultad en foros, congresos y conferencias dentro y fuera de Puerto Rico de temas relacionados a su área de especialidad. 1.4- Fomentar que la facultad obtenga grados terminales en su área de especialidad. 1.5- Reclutamiento de profesores con grados terminales en su área de especialidad. 1.6- Desarrollar módulos instruccionales para orientación a profesores nuevos.	2014- continuo	Coordinador de Desarrollo de Facultad. Comité de ALAAS Académico	Cantidad de talleres ofrecidos. Cantidad de participantes. Resultado de las evaluaciones de los talleres. Evaluaciones cada dos años del 80% del personal docente de enseñanza para alcanzar la excelencia académica.	Decanato Académico- Comité ALAAS Académico; Consejería y Servicios Psicológicos; CRA; Departamentos Académicos; Desarrollo de Facultad; PEH; Recursos Humanos

Objetivo	Estrategia o Actividad del Decanato	Fecha/ Periodo de implantación de la estrategia	Recursos Necesarios (Monetario, recursos humanos y otros)	Indicador de Logro	Persona/ Oficina Responsable
Fortalecer el proceso de evaluación del personal docente en la sala de clases.	1.1- Agilizar el proceso de corrección de las evaluaciones mediante la utilización del programado Remark Office. 1.2- Crear una sala que albergue el equipo tecnológico necesario para corregir las pruebas. 1.3- Desarrollar un formato de hoja para presentar los resultados de las evaluaciones de manera clara y precisa. 1.4- Analizar los resultados de las evaluaciones para delinear un plan de adiestramiento de la Facultad que atienda las necesidades identificadas.	2015- continuo	Programado Remark Office y escaner	Cantidad de talleres ofrecidos. Adquisición e instalación del equipo. Creación de una sala para el programado Remark Office y equipo de apoyo.	Oficina de Planificación y Estudios Institucionales- Avalúo; Decanato Académico; Directores de Departamento

ANEJO 2

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
COMITÉ INSTITUCIONAL DE AVALÚO, ACREDITACIÓN, PLANIFICACIÓN Y PRESUPUESTO

Plan Estratégico 2013-2017

PLAN OPERACIONAL

Decanato: Decanato de Asuntos Académicos

AÑOS 2013-2017

Formato: PE-D1 rev.

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
#1 Aumentar y diversificar las fuentes de ingreso de la Institución	(5) Aumentar el ingreso con la oferta de certificaciones y programas de bachillerato para estudiantes tradicionales y no tradicionales mediante educación a distancia en la División de Educación Continua (DECEP-UNEX).	1. Fomentar el ofrecimiento de certificaciones, programas académicos, cursos tradicionales y no tradicionales mediante educación a distancia a través de la UNEX, así como la preparación de propuestas para generar fondos externos.	1.1- Capacitar a la Facultad en el proceso de enseñanza-aprendizaje en cursos de Educación a Distancia. 1.2- Fomentar la creación de certificaciones, programas académicos y cursos de educación a distancia. 1.3- Revisar las certificaciones profesionales existentes para que cumplan con la Cert. 69- 2013-14 J.G.	2014- continuo	Talleres de capacitación para la Facultad presenciales y a distancia.	Aumento de 12% en el total de fondos	3. Total de fondos provenientes de estudiantes no tradicionales del Programa de Educación a Distancia	DECEP; Departamentos Académicos; Programa de Estudios de Honor (PEH); Programa de Educación General (PEG); Servicios Educativos

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
			1.4- Promocionar la nueva oferta dentro y fuera de la comunidad universitaria.	2015- continuo	Fondos recurrentes para promoción- $5,000 anual			
	(7) Aumentar el ingreso mediante propuestas a entidades federales, estatales y privadas que al presente no han otorgado fondos a la UPRCA.		1.5- Promover la preparación de propuestas para allegar fondos externos. 1.6- Capacitar a la facultad en la redacción de propuestas. 1.7- Desarrollar un plan para incentivar a los profesores investigadores.	2014-15- continuo	Incentivos para profesores investigadores	Aumento de tres propuestas	2. Total de fondos provenientes de propuestas	DECEP; Departamentos Académicos; PEH; Servicios Educativos; Desarrollo Facultad

A	B	C	D	E	F	G	H	I
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	(6) Aumentar el ingreso de los departamentos al apoyar proyectos que generen ganancia que surjan de la pericia particular de éstos.	2. Apoyar el desarrollo de empresas universitarias, según las particularidades de cada programa o departamento.	2.1- Fomentar el desarrollo de empresas y fortalecer las existentes (ej: Café Bar, Catering, Coordinación y decoración de eventos, Centro de diseño e impresión, Quick Lube, Centro de Consultoría Empresarial, entre otros). 2.2- Combinar el desarrollo de empresas con los cursos de práctica. 2.3- Establecer un plan para otorgar un incentivo monetario a los estudiantes y profesores a base de los ingresos	2015- continuo	Facilidades físicas; Inversión inicial $10,000.00; Fondos recurrentes para promoción- $5,000 anual; descargas para profesores a cargo de empresas	3 proyectos rentables	7. Total de ingresos misceláneos	Centro de Recursos para el Aprendizaje (CRA); División de Educación Continua y Estudios Profesionales (DECEP); Departamentos Académicos

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
#2 Aumentar la demanda por los programas de la Institución	(12) Estimular a los candidatos a admisión a solicitar utilizando las mejores estrategias de mercadeo y reclutamiento reconocidas para ese fin (casa abierta, días de visita al campus para estudiantes y padres, página Web de admisiones, y otras estrategias de reclutamiento según surjan de estudios llevados a cabo con este propósito).	3. Propiciar el desarrollo de propuestas de programas académicos y de educación a distancia atemperados a la demanda del mercado laboral para atraer los mejores candidatos.	3.1- Proveer una oferta de servicios educativos para estudiantes talentosos en escuela superior. (Programa de Estudiantes Talentosos en Escapada- ETE) 3.2- Fortalecer el proceso de reclutamiento estudiantil	2013- continuo	Nombramiento del Promotor Institucional para colaborar en el reclutamiento estudiantil			DECEP; Departamentos Académicos; Promotor Institucional; Oficina de Admisiones
	(13) Aumentar la cantidad de estudiantes académicamente talentosos que seleccionan la UPRCA como su primera y segunda alternativa en el sistema de la UPR mediante la campaña de mercadeo y diversas		3.3- Revisar los procesos de admisión de nuestros programas académicos para seleccionar los mejores candidatos de acuerdo a sus intereses	2015- continuo				Departamentos Académicos; Promotor Institucional; Oficina de Admisiones

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(14) Aumentar las admisiones de estudiantes no tradicionales a programas y certificaciones ofrecidos a través de la DECEP_UNEX mediante la implementación de un plan de acción de educación a distancia especialmente dirigido a estos		3.4- Desarrollar una oferta de cursos innovadora. 3.5- Promocionar activamente los ofrecimientos de la DECEP_UNEX.	2014- continuo				DECEP; Departamentos Académicos
	(15) Satisfacer las necesidades de carrera de nuestros estudiantes mediante el desarrollo de nuevas ofertas académicas en áreas emergentes de empleo.		3.6- Desarrollar propuestas de programas académicos alineados con los estándares de la agencia acreditadora. 3.7- Creación de programas académicos innovadores. 3.8- Desarrollar propuestas de programas de educación a distancia. 3.9- Desarrollo de concentraciones	2013- continuo	3.1- Descarga para el profesor a cargo de redactar la propuesta. 3.2- Capacitar a los profesores en técnicas para el desarrollo de propuestas	Mínimo de tres propuestas	10. Número de propuestas aprobadas	Acreditación Profesional; DECEP; Departamentos Académicos

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
			menores. 3.10- Preparar estudios de viabilidad para evaluar la pertinencia de los programas nuevos. 3.11- Utilizar la técnica DACUM para el Desarrollo de Currículos nuevos				11. Cantidad de estudiantes matriculados en cursos no tradicionales o programas de certificación profesional a distancia	

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(16) Preparar a nuestros estudiantes para que puedan alcanzar sus metas profesionales con programas que mantengan su relevancia mediante procesos de revisión rigurosos.		3.7- Revisar los programas académicos conforme a la Cert. 43 (2006-07) de la Junta de Síndicos. 3.8- Nombrar comité departamental para la revisión, según la Cert. 43. 3.9- Revisar los programas basados en las disposiciones de la Agencia Acreditadora 3.10- Revisión continua de prontuarios. 3.11- Nombrar Comité de Currículo Institucional.	2013- continuo	Coordinador de acreditación y Coordinador de programas no acreditables profesionalmente. Coordinador del Comité de Currículo Institucional.		13. Porcentaje de programas académicos revisados	Acreditación Profesional; Departamentos Académicos

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
#3 Institucionalizar una cultura de planificación estratégica y avalúo	(17) Desarrollar e instrumentar un sistema continuo para mejorar el plan estratégico basado en los resultados del avalúo institucional.	4. Fomentar la toma de decisiones fundamentadas en una cultura basada en la medición y el avalúo para el mejoramiento continuo de los procesos curriculares, programáticos y de servicio.	4.1- Desarrollar un sistema para mejorar el Plan Estratégico basado en los resultados de avalúo. 4.2- Divulgar el sistema y capacitar a los directores en la utilización del mismo. 4.3- Evaluar y revisar los planes de manera continua. 4.4- Implantar un proceso sistemático para llevar a cabo todo el ciclo de avalúo y atender las necesidades de los programas académicos y oficinas.	2013- continuo	N/A	Tabla de mejoría del Plan Estratégico y Avalúo	14. Nivel de cumplimiento con objetivos del Plan Estratégico	Acreditación profesional; Consejería y Servicios Psicológicos; CRA; CREP; DECEP; Departamentos Académicos; Desarrollo de Facultad; Intercambio; PEH; PEG; Registraduría; Serv. Educ.
	(18) Adelantar la planificación institucional con planes operacionales en todos los niveles (decanatos, departamentos académicos, de servicio y oficinas administrativas)		4.5- Desarrollar planes operacionales en todos los niveles. 4.6- Brindar seguimiento para la consecución de los objetivos establecidos en el plan operacional	2014- continuo	Facilitadores. Continuar con el ofrecimiento de talleres a Directores para el desarrollo de planes	85% del nivel organizacional	14. Nivel de cumplimiento con objetivos del Plan Estratégico 16. Total de decisiones tomadas basadas en el avalúo	

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	administrativas).						18. Porciento de unidades académicas y de servicio con planes operacionales	
	(20) Alcanzar un alto nivel de cumplimiento con el plan de avalúo institucional por medio de estrategias específicas para su implementación.		4.7- Divulgación continua del Plan de Avalúo. 4.8- Revisión y/o desarrollo de Planes de Avalúo a nivel Departamental 4.9- Continuar el ofrecimiento de talleres de capacitación para la Facultad sobre temas	2013- continuo	Coordinador de Avalúo Institucional y Departamental; Comités de Avalúo Departamental; Coordinador de cursos departamentales	Nivel de cumplimiento con el Plan de Avalúo: 80% logrado	15. Nivel de cumplimiento con el Plan de Avalúo Institucional	

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(21) Promover un avalúo continuo que examine el nivel de desempeño en los procedimientos internos tanto como la efectividad del proceso de enseñanza-aprendizaje y de servicio mediante la implantación del Sistema de Avalúo Institucional.		relacionados con el avalúo. 4.10- Fomentar la coordinación de cursos. 4.11- Utilizar los resultados del avalúo en la toma de decisiones.			80% de cumplimiento del Plan de Avalúo Institucional en todos los niveles	15. Nivel de cumplimiento con el Plan de Avalúo Institucional	
	(22) Incrementar el uso de los resultados del avalúo en el proceso de toma de decisiones analizando y publicando los resultados en el programado Weaveonline.					75% de los resultados de avalúo en línea	16. Total de decisiones tomadas basadas en el avalúo	

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
#4 Consolidar la excelencia de nuestros egresados con una educación de calidad.	(23) Promover, encauzar y avaluar el desarrollo de una cultura de calidad en la institución mediante la implementación de un Plan de Garantía y Mejoramiento de la Calidad.		4.11- Desarrollo e implantación del Plan de Garantía y Mejoramiento de Calidad. 4.12- Capacitar a la Facultad en el desarrollo de Planes 4.13- Designación de comité para el desarrollo e implantación del Plan	2014- continuo	Coordinador de Avalúo Institucional y Departamental. Comités de Avalúo Departamental. Talleres de capacitación para la facultad.	100% del plan terminado e implementado en el 80% de los departamentos académicos y el 75% de las oficinas de servicio		

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(24) Fortalecer la calidad académica interna y externa de la institución aumentando el número de programas con acreditación profesional.	5. Promover la calidad académica mediante los procesos de avalúo y la acreditación profesional de sus programas y servicios.	5.1- Promover la acreditación y re-acreditación de los programas o servicios. 5.2- Adiestrar a la facultad en procesos de acreditación. 5.3- Alinear la nueva oferta académica con los estándares de la agencia acreditadora correspondiente. 5.4- Revisar los programas académicos susceptibles a acreditación para garantizar la excelencia y velar por el cumplimiento de los estándares	2013- continuo	Descarga para Coordinador de Acreditación Institucional; Nombramiento de coordinadores de departamentales de acreditación; Fondos para gastos de acreditaciones y re-acreditaciones.	Aumentar la cantidad de programas y servicios acreditados profesionalmente.	20. Total de programas acreditados	Acreditación profesional; Consejería y Servicios Psicológicos; CRA; Departamentos Académicos; PEG

A	B	C	D	E	F	G	H	I
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	(25) Fortalecer la calidad interna de la institución mediante el desarrollo e implementación de planes y procesos de avalúo en los departamentos no acreditados.		5.5- Desarrollar e implementar planes y procesos de avalúo en los departamentos no acreditados. 5.6- Ofrecer talleres de adistramiento a la facultad. 5.7- Fomentar la toma de decisiones basadas en los resultados de avalúo	2013- continuo	Coordinador de avalúo institucional. Coordinador de avalúo departamental y comité de avalúo.	100% de los programas no acreditados con planes de avalúo	19. Nivel de cumplimiento con el Plan de Garantía y Mejoramiento de la Calidad	Departamentos Académicos; Desarrollo de Facultad; PEG; PSE; PEH

A	B	C	D	E	F	G	H	I
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	(26) Apoyar el desarrollo de un egresado con atributos académicos y actitudes personales conforme a las metas del Programa de Educación General y los valores establecidos en la misión institucional.	6. Fortalecer el programa de Educación General, la experiencia de cierre universitario (cursos "capstone"), así como las técnicas para medir el aprendizaje estudiantil.	6.1- Implantar el Programa de Educación General. 6.2- Divulgar el programa de Educación General. 6.3- Revisar los programas académicos conforme a las metas del programa de Educ. Gen. 6.4- Fomentar el desarrollo y revisión continua de los instrumentos de avalúo, incluyendo pre y post pruebas.	2013- continuo	Coordinador del Programa de Educación General	80% del estudiantado con resultado superior a 75% en las post pruebas	21. Resultados de logros de estudiantes en las post pruebas.	Departamentos Académicos; PEH; PEG; Serv. Educ.

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(27) Medir y fortalecer el valor añadido por los programas académicos mediante la institucionalización de los cursos de cierre universitario (capstone) y pruebas de entrada y salida a programas.		6.5- Identificar y fortalecer en cada programa los cursos Capstone. 6.6- Desarrollo de pruebas de entrada y salida en todos los programas académicos.6.7- Adiestrar a la facultad en el desarrollo de pruebas, así como en el análisis y utilización de los resultados de manera efectiva.	2013- continuo	Coordinador de Avalúo Institucional y Departamental. Comités de Avalúo Departamental. Talleres de capacitación para la facultad.	80% del estudiantado con resultado superior a 70% en las post pruebas; Completado en el 100% de los programas.	21. Resultados de logros de estudiantes en las post pruebas.	
	(29) Transformar la función de la biblioteca de proveedora de información a centro de aprendizaje colaborativo.	7. Proveer las herramientas necesarias para fomentar el proceso de aprendizaje colaborativo.	7.1- Desarrollar un plan para transformar el CRA en un centro de aprendizaje colaborativo. 7.2- Desarrollar y administrar un instrumento para medir la satisfacción estudiantil con los servicios.	2013-2017	Presupuesto para adquisición de mobiliario y equipo, redistribución del espacio interior.	5% de aumento en satisfacción del estudiante	22. Encuesta de satisfacción de facultad y estudiantes (2015: NSSE FSSE; 2016: SSI)	CRA; Departamentos Académicos; PEH

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(32) Aumentar la productividad de la facultad apoyando la investigación institucional proveyendo capital inicial, descarga académica y promoviendo alianzas con las facultades de los recintos de investigación.	8. Fomentar y apoyar la investigación que contribuya al desarrollo del conocimiento y a la solución de problemas.	8.1- Desarrollar un Comité de Investigación Multidisciplinaria (CIPSHI, CIME, CIMUD) que fomente la Investigación en Acción, así como la Investigación Aplicada y Creación. 8.2- Fomentar la investigación institucional mediante un programa de incentivos a la facultad. 8.3- Ofrecer talleres de adiestramiento a la facultad. 8.4- Propiciar alianzas entre recintos para realizar investigaciones. 8.5- Identificar fuentes de fondos externos para investigación.	2013- continuo	Coordinador(a) del Comité de de Investigación Multidisciplinaria. Fondos para proveer descargas a profesores y/o capital inicial para el desarrollo de investigaciones.	Cantidad de facultad con propuestas aprobadas: 12	24. Número total de facultad con propuestas aprobadas	Consejería y Servicios Psicológicos; CRA; Departamentos Académicos; Desarrollo de Facultad; PEH; PEG; Serv. Educ.

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(34) Aumentar la satisfacción del estudiantado con el desempeño del profesorado ofreciendo oportunidades de desarrollo profesional por medio de la Oficina de Desarrollo de Facultad.	9. Promover el desarrollo profesional de la facultad para que redunde en enriquecimiento de los programas de estudio.	9.1- Desarrollar un plan de desarrollo profesional. 9.2- Desarrollar un instrumento para determinar las necesidades de adiestramiento para la facultad. 9.3 Desarrollo de talleres de mejoramiento profesional para la Facultad, personal de apoyo y estudiantes mediante el proyecto Academia de Líderato Académico y Administrativo para el Servicio (ALAAS-Académico).	2014- continuo	Coordinador de Desarrollo de Facultad. Comité de ALAAS Académico	5% de aumento en satisfacción del estudiante	23. Evaluación de facultad por estudiantes	Consejería y Servicios Psicológicos; CRA; Departamentos Académicos; Desarrollo de Facultad; PEH; Serv. Educ.
	(35) Reconocer la calidad en el proceso de enseñanza aprendizaje en el salón de clases honrando la excelencia en la facultad.			2014- continuo	Coordinador de Desarrollo de Facultad. Comité de ALAAS Académico	Evaluaciones cada dos años del 90% del personal docente de enseñanza para alcanzar la excelencia académica	25. Evaluación de facultad por profesores y estudiantes	

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(37) Apoyar la implantación de las mejores estrategias reconocidas para aumentar las tasas de retención y de graduación (realzando el programa de honor; mejorando la experiencia del primer año; avaluando el desempeño estudiantil en cada programa en el momento de admisión y en el momento de salida; fortaleciendo programas de estudiantes en riesgo académico y otras medidas que surjan de estudios llevados a cabo con este propósito).	11. Fomentar la retención y progreso académico de nuestros estudiantes para que estos puedan completar sus programas de estudio en el tiempo establecido.	11.1- Crear el Comité de Retención y Apoyo 11.2- Fortalecer el programa de tutorías. 11.3- Proveer una oferta de servicios educativos innovadores para estudiantes del Programa de Honor	2015- continuo	Coordinador y Comité de Retención y Apoyo.	80% del estudiantado elegible matriculado, posee un 75% de satisfacción con la experiencia del primer año; 80% alcanza el éxito 70% o más en postprueba; 90% de los programas desarrollan estrategias para atender estudiantes en riesgo	26. Encuestas de satisfacción de estudiantes y facultad (2015: NSSE FSSE; 2016: SSI)	Consejería y Servicios Psicológicos; Departamentos Académicos; PEH; PEG; Registraduría; Serv. Educ.
							27. Resultados de satisfacción y empleo de egresados según la encuesta Noel-Levitz	

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
							29. Tasas de retención y graduación	
	(38) Fortalecer los programas y servicios académicos identificando las necesidades de los graduados y su satisfacción con los programas y servicios ofrecidos por la Institución, asegurando que éstas sean atendidas.	12. Fortalecer los servicios ofrecidos a los estudiantes para colaborar en el logro de sus metas personales y profesionales.	12.1- Utilizar los resultados de las encuestas para la toma de decisiones. 12.2- Fortalecer el personal de apoyo administrativo de los Departamentos Académicos y Oficinas de Servicio.	2014- continuo	12.1- Colaboración con OPEI. 12.2- Reclutar personal de apoyo administrativo para atender las necesidades de varios Departamentos y Oficinas (Diseño, Español, Humanidades, Registro y el Decanato Académico)	Satisfacción y empleo de egresados según Gage; Encuesta de egresados Noel-Levitz	27. Resultados de satisfacción y empleo de egresados según la encuesta Noel-Levitz	Consejería y Servicios Psicológicos; CRA; Departamentos Académicos; Registraduría; Serv. Educ.
	(39) Incrementar el éxito estudiantil aumentando las oportunidades de participación en iniciativas de alto impacto; como por ejemplo, el Centro de Investigación Multidisciplinario y el programa de estudios en el	13. Fortalecer los programas de intercambio con Instituciones a nivel internacional	13.1- Promover la participación docente y estudiantil en los programas de intercambio e investigación con instituciones a nivel internacional. 13.2- Desarrollar el Programa de Internado; Primera	2013- continuo	Coordinador(a) y secretaria del Programa de Intercambio; Coordinador(a) del Programa de Internado UPR	4 iniciativas nuevas de gran impacto	28. Participación total de estudiantes en iniciativas de gran impacto.	Departamentos Académicos; Intercambio (PEII); PEH; Programa de Internado UPR

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	estudios en el extranjero	14. Crear acuerdos de colaboración en áreas de investigación y práctica en industrias locales e internacionales para nuestros estudiantes y profesores.	internados/ Primera Experiencia Laboral en la UPR en Carolina para capacitar a los estudiantes en las destezas de empleabilidad y hábitos de trabajo.					Consejería y Servicios Psicológicos; Departamentos Académicos; Desarrollo de Facultad; Intercambio (PEII)
#5: Fortalecer el sentido de pertenencia	(40) Consolidar el compromiso de los estudiantes con la UPRCA mediante el desarrollo y la puesta en práctica de un Plan de Actividades Estudiantiles que promueva la satisfacción del estudiante con la Institución mediante su participación activa en la gobernanza de la Institución, en organizaciones estudiantiles y en proyectos de desarrollo comunitario.	15. Desarrollar y promover programas de índole comunitaria.	15.1- Identificar los cursos con componente comunitario. 15.2- Fomentar la inclusión de proyectos de índole comunitaria en los cursos existentes.	2014- continuo	Fondos para el desarrollo de actividades comunitarias	70% de satisfacción estudiantil o mayor	Nivel de satisfacción del estudiantado con los servicios de apoyo, administrativos y los procedimientos normativos	Consejería y Servicios Psicológicos; CRA; DECEP; Departamentos Académicos; PEH

A	B	C	D	E	F	G	H	I
Objetivos	**Estrategia del Plan Estratégico de UPR CA**	**Objetivo del Decanato**	**Estrategia o Actividad del Decanato**	**Fecha/ Periodo de implantación de la estrategia**	**Recursos Necesarios (Monetario, recursos humanos y otros)**	**Indicador de Logro**	**Métrica PE**	**Persona/ Oficina Responsable**
	(42) Ofrecer servicios de calidad al estudiantado mediante la utilización de mejores prácticas en el área de servicio que optimice las destrezas del personal y el uso de tecnología de avanzada.	16. Fomentar el desarrollo y uso de los recursos tecnológicos de forma eficiente y responsable.	16.1- Fortalecer el Programa de Destrezas de Información del CRA. 16.2- Divulgar ampliamente la política de uso de la tecnología. 16.3- Promover la actualización tecnológica continua de acuerdo con las necesidades de los programas académicos y servicios al estudiante.	2013- continuo	Fondos de la Cuota de Tecnología, Título V	10% de aumento en satisfacción estudiantil con los servicios provistos	Satisfacción de estudiantes con los servicios (escala de 7) en escuesta de segundo y tercer año.	Consejería y Servicios Psicológicos; CRA; CREP; DECEP; Departamentos Académicos; Desarrollo de Facultad; PEH; PEG; Registraduría; Serv. Educ.

ANEJO 3

PROYECTOS EMBLEMÁTICOS
DECANATO DE ASUNTOS ACADÉMICOS

Ahora es: Avalúo Aprendizaje

- Implantar un proceso sistemático para llevar a cabo todo el ciclo de avalúo y atender las necesidades de los programas académicos y cursos.
    - Proceso sistemático
    - Responder a las necesidades de los programas
    - Cumplir con los requisitos de las agencias acreditadoras
    - Cierre del ciclo (close de loop)

Únicos con Excelencia: calidad vs. Cantidad

- Fortalecer el proceso de acreditación para apoyar a los programas únicos en el cumplimiento de los estándares requeridos por la agencia acreditadora
    - Aceptación de la agencia acreditadora
    - Estudio de necesidades para cumplir con los estándares
    - Acciones transformadoras para cumplir con la excelencia (programa y academia)
- Investigación Multidisciplinaria
    - CIPSHI, CIME, CIMUD, Investigación en Acción e Investigación Aplicada y Creación

Visión compartida: Departamentos trabajando y creando

- Creación de programas académicos innovadores
- Implantación del Programa de Educación General
- ALAAS Académico
    - Actividades de mejoramiento profesional para docentes, personal de apoyo y estudiantes
    - Desarrollar módulos instruccionales para orientación a profesores nuevos

Una mirada al futuro: Educación a distancia

- Capacitar a los profesores en el uso de la tecnología e integrar la misma en sus labores docentes
- Desarrollo de modalidades nocturnas a distancia

Cumpliendo mis expectativas: iniciativas estudiantiles

- Proveer una oferta de servicios educativos innovadores para estudiantes talentosos
    - Estudiantes Talentosos en Escapada (ETE)
    - Programa de Honor
- Capacitar a los estudiantes en las destrezas de empleabilidad y hábitos de trabajo
    - Mi primera experiencia laboral

Con nosotros siempre – Programa de Reclutamiento, Retención y Apoyo

- Rediseñar el proceso de admisión a los programas para seleccionar los mejores candidatos, de acuerdo a sus intereses
    - Mejorar los procesos de admisión a los programas
    - Presentar alternativas para atraer los mejores candidatos
    - Seguimiento por cuatrimestre para auscultar posibles situaciones
    - Tener alternativas para presentarles, de acuerdo a sus necesidades
    - Programas de apoyo: consejería y psicología

ANEJO 4.1

UPR
CAROLINA

GUÍA PARA LA EVALUACIÓN DE PROPUESTAS ALAAS

(Academia de Liderato Académico y Administrativo para el Servicio)

GUIA DEL PROPONENTE

Proyecto
ALAAS
Académico
Universidad de Puerto Rico en Carolina

Agosto/2016

GUIA PARA LA EVALUACION DE PROPUESTAS ALAAS

(Academia de Líderato Académico y Administrativo para el Servicio)

I. INTRODUCCION

A. Descripción ALAAS – El proyecto ALAAS es uno de los proyectos emblemáticos del Decanato de Asuntos Académicos (DAA) para exhortar a que los Departamentos Académicos tengan una amplia participación en el desarrollo de conferencias o talleres para beneficio de los estudiantes y facultativos mediante la radicación de propuestas.

B. Objetivos del Decanato de Asuntos Académicos - El proyecto ALAAS está alineado a los siguientes objetivos:

1. Proveer las herramientas necesarias para fomentar el proceso de aprendizaje colaborativo.
2. Fomentar y apoyar la investigación que contribuya al desarrollo del conocimiento y a la solución de problemas.
3. Promover el desarrollo profesional de la facultad para que redunde en el enriquecimiento de los programas de estudio.
4. Fomentar la retención y progreso académico de nuestros estudiantes para que estos puedan completar sus programas de estudio en el tiempo establecido.
5. Fortalecer los servicios ofrecidos a los estudiantes para colaborar en el logro de sus metas personales y profesionales.
6. Desarrollar y promover programas de índole comunitaria.
7. Fomentar el desarrollo y uso de los recursos tecnológicos de forma eficiente y responsable.

C. Propósito de esta Guía - Mediante esta Guía se pretende crear un proceso uniforme para la evaluación de Propuestas ALAAS, que incluye: conceptos que se pueden sufragar bajo los fondos de ALAAS, pago de recursos, documentación necesaria y otros.

D. Fondos - De dónde provienen los fondos (10% UNEX - de acuerdo a la Certificación #19 (2009-10)

1. XII.A.4. *La UNEX auspiciará oportunidades de desarrollo profesional para la facultad, administradores y personal de apoyo adscritos a ésta.*
2. XV.B.1. *La UNEX mantendrá un plan presupuestario que…contemple fondos para el desarrollo de la facultad y personal de apoyo…*

II. PROPUESTAS PARA ACTIVIDADES ALAAS

A. Convocatoria para Someter Propuestas para Conferencias y Seminarios (cada año fiscal el DAA emite esta convocatoria)

B. Formato de propuesta - Documento impreso que incluye:

1. Nombre del Departamento
2. Título de la Conferencia o Seminario
3. Justificación (Indique el impacto o relevancia del tema.)
4. Recurso(s) que dicatará(n) la misma. (Deberá incluir el resumé actualizado o reseña profesional de cada recurso.)
5. Población que espera impactar
6. Cantidad esperada de participantes
7. Medios que se utilizarán para promocionar la actividad
8. Facilidades y recursos audiovisuales necesarios
9. Presupuesto: indicar los gastos necesarios para llevar a cabo dicha actividad. (no se podrá incluir el pago de almuerzo para los participantes del evento)
10. Fecha tentativa para el evento

    **En caso de que el proponente sea un profesor, es importante que el documento cuente con el endoso o Visto Bueno de su Director de Departamento.

    **No se podrá ofrecer pago como conferenciante a profesores de la UPR Carolina.

C. Conceptos a cubrirse: pago al recurso que dictará la conferencia u obsequio.

D. Proceso de evaluación de propuestas

1. Comité Evaluador de Propuestas – este comité estará compuesto por:
    a. Decana/o de Asuntos Académicos y sus Decanos Asociados
    b. Docente – preferiblemente con experiencia en la gestión cultural
    c. Coordinador/a UNEX
    d. Representante Estudiantil
2. Los documentos se entregarán en el Decanato de Asuntos Académicos en la fecha que indique la convocatoria, dirigidos al Comité Evaluador de Propuestas.
3. Rúbrica para la Evaluación de la Propuesta – el Comité utilizará este documento para evaluar las propuestas. (Ver Anejo- Hoja de Evaluación para Propuestas ALAAS)

4. El Comité se reserva el derecho de NO evaluar propuestas incompletas. Asimismo, el Comité podrá decidir no otorgar la totalidad de los fondos disponibles si las propuestas presentadas NO cumplen con los requisitos establecidos.
5. Se podrá asignar hasta un máximo de $1,000.00 por propuesta.

III. DOCUMENTACION REQUERIDA AL FINALIZAR LA ACTIVIDAD

A. Hoja de Cotejo – con esta hoja se constatará que el proponente haya cumplido con toda la documentación. (Ver Anejo – Hoja de Cotejo Propuestas ALAAS - documento de trabajo del Comité)

B. Breve Informe – El proponente presentará un resumen indicando los logros, cantidad de personas y algún otro dato pertinente.

1. Copia lista de asistencia
2. Programa de la actividad
3. Afiche de la actividad
4. Hoja de evaluación de la actividad (Ver Anejo – Hoja de Evaluación Actividad)
5. Resultado de la evaluación de la actividad
6. Evidencia de gastos (copia del comprobante de desembolsos y otros)

IV. EVALUACION DE COSTOS DE ACTIVIDADES

A. Pago recursos - Se establece un rango de $75 a $150 por hora que se determinarán de acuerdo a la preparación académica, experiencia y aportación al tema.

1. No cualifican para pago:
    a. Personal Docente con carga completa
    b. Personal No Docente en horario de trabajo
    c. Personas que trabajan en organizaciones sin fines de lucro (y otras) que reciben fondos federales y vienen a divulgar hallazgos de sus proyectos
2. Trámite de pago a recursos y trámite de gastos – Estos trámites se originarán en el departamento u oficina del proponente.
    a. Contrato de Servicios Profesionales
    b. Comprobantes de Desembolso, otros

B. Obsequio al recurso –

1. Si se le paga al recurso, se le podrá obsequiar un certificado o algún artículo promocional de la UPRCA. (si están disponibles)

2. Si no se le paga al recurso externo, se podrá aprobar alguna cantidad de dinero para obsequiar un certificado, diploma u otro reconocimiento.

C. Otros conceptos – Si aplican.

1. Recursos internacionales
    a. pago de pasajes y hospedaje
    b. alimentos - $40 diario

Revisado y aprobado por:
Dra. Awilda Núñez Sánchez
Decana Asuntos Académicos

Preparado por:
Ketty Y. González Hernández
Coordinadora Académica UNEX

Revisado por:
Arq. Eileen Díaz Lamboy
Dra. Ramonita Román
Dra. Mónica Lladó

29 de agosto de 2016

ANEJOS

Proyecto ALAAS Académico

Universidad de Puerto Rico en Carolina

HOJA DE EVALUACION PARA PROPUESTAS ALAAS

Título de la Propuesta: _____

Propuesta sometida por: _____ Departamento: _____

Fecha tentativa de la actividad/conferencia/seminario: _____

CRITERIO	DESCRIPCION	PRESUPUESTO SOLICITADO	COMENTARIOS
Tipo de actividad (Simposio, taller, conferencia)	Relevancia del tema:		
Público			
Cantidad de Personas			
Recurso/s que dictarán conferencias			
Medios de promoción			
Otros			
	TOTAL PRESUPUESTO		

☐ Aprobada ☐ Denegada ☐ Pendiente

Fecha evaluación: _____

Comentarios y/o recomendaciones: _____

_____

Firmas de los miembros del Comité de Evaluación:

_____ _____

_____ _____

_____ _____

HOJA DE COTEJO PROPUESTAS ALAAS

(Para Uso del Comité Evaluador)

Título de la Propuesta: _____

Propuesta sometida por: _____ Departamento: _____

Fecha de la actividad/conferencia/seminario: _____

DOCUMENTOS REQUERIDOS:

_____ PROPUESTA

_____CARTA DE APROBACION DEL DECANATO

_____HOJA DE EVALUACION PARA PROPUESTAS ALAAS

_____BREVE INFORME DE LA ACTIVIDAD (una vez realizada)

- Resumen, cantidad de personas y logros

_____AFICHE DE LA ACTIVIDAD

_____PROGRAMA DE LA ACTIVIDAD

_____COPIA DE LA LISTA DE ASISTENCIA (PARTICIPANTES Y RECURSOS)

_____HOJA DE EVALUACION DE LA ACTIVIDAD

_____RESULTADO DE LA EVALUACION DE LA ACTIVIDAD

_____EVIDENCIA DE GASTOS (copia de comprobantes de desembolso, órdenes de compra, recibos, pago recursos, etc.)

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
Decanato de Asuntos Académicos

Evaluación

Título de la conferencia o taller: _____

Fecha del taller: _____ Lugar: _____

Nombre de (los) conferenciante(s): _____

POR FAVOR CIRCULE EL NÚMERO DE LA ALTERNATIVA QUE MEJOR DESCRIBA SU OPINIÓN:

Dominio del tema	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Destrezas de comunicación	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Satisfacción con la presentación	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Claridad en la presentación	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Recursos audiovisuales	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Utilidad para mi experiencia profesional	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Distribución del tiempo	Excelente 3	Bueno 2	Satisfactorio 1	Deficiente 0	N/A
Comentarios:					

ANEJO 4.2

ACTIVIDADES DEL DECANATO DE ASUNTOS ACADÉMICOS

FEBRERO A DICIEMBRE 2015

Coordinación	Título de la Propuesta	Fecha	Comentarios
Retención y Apoyo/ ALAAS	Retención Somos Todos	30 de enero	Fase I: Orientación a Directores de Departamento
Programa de Honor	3 Historias... 3 Vidas Transformadas	5 de febrero	
CRA/ ALAAS	Showcase de tecnologías emergentes para la educación	12 de febrero	
Español/ ALAAS	Taller intensivo de redacción para profesionales. Prof. Gabriel Paizy	18 de febrero	
Consejería y Serv. Psicológicos/ ALAAS	Cuarto simposio de la no violencia: Sanación, creación y paz	17- 20 de febrero	
Educación a Distancia	Taller de educación a distancia (En línea)- Adiestramiento en línea de la plataforma Moodle	17 de febrero hasta el 10 de abril	
Programa de Honor	Cine foro/conversatorio- Documental Familias por igual	9 de marzo	
TEIN/ ALAAS	¿Cómo proteger tu propiedad intelectual?	10 de marzo	
Programa de Honor	Exposición de fotografía: Viaje misionero a Haití	16-20 de marzo	

Español/ ALAAS	La palabra y la imagen: contenido y poder	29 de abril	Semana de la Lengua
Investigación / ALAAS	IX Congreso de Investigación y Creación Académica	8 de mayo	
Depto. de Educación/ ALAAS	Semana de la Educación	17-21 de mayo	
Avalúo	Talleres de avalúo utilizando la plataforma Weave Online	Varía	-Grupo I: Coordinadores de Avalúo y Facultad Fechas: 10, 17 y 24 de febrero, 3 de marzo -Grupo II: Coordinadores de Avalúo y Facultad Fechas: 2, 12, 19 y 26 de febrero, 5 de marzo -Grupo III: Directores de Departamento Fechas: 12 de marzo
Faculty Resource Network	Faculty Resource Network • Network Summer • Scholar in Residence Talleres a celebrarse en New York University	Junio	Participantes: Network Summer- Dra. Gloria Cordero y Prof. Orlando Torres Scholar in Residence- Prof. Wanda Pantojas

*Iniciativa *Academia de Liderato Académico y Administrativo para el Servicio* (ALAAS Académico) incluye actividades educativas para beneficio de toda la comunidad universitaria.

ANEJO: Hojas de asistencia

Vo. Bo.: Dra. Awilda Núñez Sánchez
Decana de Asuntos Académicos

Proyecto ALAAS Académico 2016				
No.	**Nombre del Proponente**	**FACULTAD**	**Título de la Propuesta**	**Fecha**
1.	Dra. Gloria Oliver	Consejería	Quinto Simposio de la No Violencia: Comunidad, Solidaridad y Paz	17 de mayo de 2016
2.	Dra. Mayra Encarnación	Español	Taller sobre los Derechos de Autor en la Era cibernética	19 de febrero de 2016
3.	Dr. Gerardo Perfecto	CISO	!Al inocente en la cárcel, ni un día más!"	febrero de 2016
4.	Dra. Marisela Porbén	CISO	Décimo Congreso de Investigación y Creación Académica bajo el tema: "La investigación y la creación académica: el reto humanista"	
5	Dra. Ana Falcón	SOFI	Ley HIPAA – En los servicios de salud de Puerto Rico	abril de 2016

6.	Dr. Heriberto Nieves	HUMA	Técnicas de aplicación de Hoja de Oro	6 al 10 de junio de 2016

Vo. Bo.: Dra. Awilda Núñez Sánchez
Decana de Asuntos Académicos

ANEJO 4.3

Universidad de Puerto Rico en Carolina
Decanato de Asuntos Académicos

INFORME DE MEJORAMIENTO PROFESIONAL PERSONAL DOCENTE
AÑOS ACADÉMICOS 2013-2014 & 2014-2015

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
Dra. Olga Colón González	CISO	6-10 de noviembre de 2013	American Academy of Forensic Psychology Fort Lauderdale, Florida
Dr. Paul Rivera Alicea	ADHO	5-6 de septiembre de 2013	XXI Congreso Interamericano de Ministros y Altas Autoridades de Turismo, Honduras
Dra. Eldra Hernández Calcerrada	ADEM	2 de octubre de 2013	5ta. Conferencia de Derecho Laboral y de Empleo, Hotel La Concha, Condado, San Juan
Dra. Eldra Hernández Calcerrada	ADEM	18 de septiembre de 2013	Conferencia Anual 2013 ASTD, Hotel El Conquistador, Fajardo
Dra. Eldra Hernández Calcerrada	ADEM	18 de septiembre de 2013	40th SHRM PR Conference and Exposition 2013, Hotel El Conquistador, Fajardo
Dra. Eldra Hernández Calcerrada	ADEM	9-11 de octubre de 2013	Northeastern Council of Business Schools and Adm. Conference, Hotel Intercontinental, SJ, P.R.
Dra. Awilda Núñez Sánchez	EDUC	20-23 noviembre de 2013	**Participante:** Dra. Diana Montoya Conferencia Anual NAEYC, Washington, DC

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
Dr. Rafael Méndez Tejeda	CINA	11-13 de octubre de 2013	**Participante:** Dr. Rafael Méndez, Exponente, Segundo Congreso Iberoamericano de Municipios Verdes, Mayagüez, Puerto Rico.
Dr. Paul Rivera Alicea Prof. Luis Rodríguez Rodríguez	ADHO	18-19 & 20-25 octubre 2013	**Participantes:** Dr. Paul Rivera & Prof. Luis Rodríguez, reuniones Consejo Directivo de CONPEHT, República Dominicana.
Dra. Kattia Z. Walters Pacheco	CISO	3-5 de diciembre de 2013	**Participante:** Dra. Kattia Walters, Asistencia Conferencia Técnica a Nuevos Recipientes de Fondos, Programa Construyendo Equidad entre Géneros, Washington, D.C.
Dra. Amalia Alsina Orozco	HUMA	13-14 de noviembre 2013	**Participante:** Dra. Amalia Alsina, Conferencia/Panel para maestros de Historia y Sociales, Centro de Estudios Avanzados de PR y el Caribe, San Germán.

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
Dra. Awilda Núñez Sánchez	EDUC	7-10 de diciembre de 2013	**Participante:** Dra. Awilda Núñez, Conferencia Anual MSCHE 2013, Philadelphia, PA
Dra. Eldra Hernández Calcerrada	ADEM	13-14 de marzo de 2014	**Participante:** Dra. Eldra Hernández, *9th Quest for Global Competetiveness Conference,*
Prof. Awilda Beauchamp Sierra	ADEM	13-14 de marzo de 2014	**Participante:** Prof. Awilda Beauchamp, *9th Quest for Global Competetiveness Conference*
Dr. Herminio Romero Pérez	ADEM	13-14 de marzo de 2014	**Participante:** Dr. Herminio Romero, *9th Quest for Global Competetiveness Conference.*
Prof. Orlando Torres Rivera	DINT	4 de abril de 2014	**Participante-Ponente:** Prof. Orlando Torres, Segundo Congreso de Educación General, UPR-Arecibo.
Prof. Orlando Torres Rivera	DINT	9-11 de abril de 2014	**Participante-Ponente:** Prof. Orlando Torres, 18vo. Congreso Latinoamericano de CEEB, Ciudad de México.

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
Dra. Gloria Cordero Meléndez	ESPA	9-11 de abril de 2014	**Participante-Ponente:** Dra. Gloria Cordero, 18vo. Congreso Latinoamericano de CEEB, Ciudad de México.
Dr. Rafael Méndez Tejeda	CINA	6-9 de abril de 2014	**Participante:** Dr. Rafael Méndez Tejeda, *The Second Vamos/Cordex Workshop on Latin-America & Caribbean*, República Dominicana
Dra. Eldra Hernández Calcerrada Dra. Ramonita Román González Prof. Josefina Rodríguez Beltrán	ADEM SOFI SOFI	26 de junio-1ro. julio-2014	**Participantes:** las tres profesoras, asistencia Conferencia acreditadora ACBSP, Chicago, Illinois.
Prof. Walbert Marcano Aguayo	TEIN	21-25 de julio de 2014	**Participante:** Prof. Walbert Marcano, *2014 PACT Annual Conference,* Ohio, US.
Dr. Rafael Méndez Tejeda	CINA	11-14 de junio de 2014	**Participante-Ponente:** Dr. Rafael Méndez Tejeda, X Congreso Internacional de Investigación Científica. Ponencia: Fenómenos Climáticos Extremos, Lugar: Santo Domingo.

INFORME DE MEJORAMIENTO PROFESIONAL PERSONAL DOCENTE
AÑOS ACADÉMICOS 2013-2014 & 2014-2015

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
Dra. Mayra Encarnación Meléndez	ESPA	14-19 de octubre de 2014	**Participante:** Dra. Mayra Encarnación, Tercer Congreso Americano de Literatura extiende invitación para participar en el 13mo. Encuentro Nacional de Poetas y Narradores, Uruguay
Dr. Gerardo Perfecto Rivera	CISO	16-18 de octubre de 2016	**Participante:** Dr. Gerardo Perfecto, XXXVII Convención Anual de la Asociación Puertorriqueña de Consejería Profesional, Puerto Rico
Dra. Rosario Lecároz Vázquez	DINT	26-28 de noviembre 2014	**Participante:** Dra. Rosario Lecároz, XII Conferencia Internacional de Antropología 2014, La Habana, Cuba
Dr. José Santiago Santana	CINA	14-19 de noviembre 2014	**Participante:** Dr. José Santiago Santana, conferencia sobre Neurociencias, Washington, DC.
Dr. Rafael Méndez Tejeda	CINA	9-17 de noviembre 2014	**Participante:**

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
			Dr. Rafael Méndez Tejeda, *III International Conference on ENSO: Bridging the Gaps between global enso sciences and regional processes*, Ecuador.
Prof. Víctor Pérez Roque	ADEM	8-11 de abril de 2015	**Participante:** Dr. Herminio Romero, *51th Annual Meeting Eastern Finance Association*, New Orleans.
Prof. Stanley Portela Valentín	CRA	2-6 de diciembre de 2014	**Participante:** Prof. Stanley Portela, Asistencia Conferencia Annual MSCHE, Washington, D.C.
Prof. Josefina Rodríguez Beltrán	SOFI	No indicada	**Participante:** Prof. Josefina Rodríguez, 35ta. Conferencia Anual: Transformación Educativa, Hotel Embassy Suites, Isla Verde.
Dra. Mayra Encarnación Meléndez	ESPA	30 de abril al 10 de mayo 2015	**Participante:** Dra. Mayra Encarnación, Cuarto Encuentro de Poetas del Mundo, en varias ciudades de Cuba.
Prof. Stanley Portela Valentín	CRA	25-28 de marzo de 2015	**Participante:** Prof. Rosana Torres, asistencia Conferencia

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
			Anual de la *Association of Colleges and Research Libraries*, en Portland, Oregon, USA.
Dra. Luz L. Marrero Rodríguez	CISO	23-27 de febrero de 2015	**Participante:** Dra. Luz L. Marrero, *Asistencia técnica sobre la temática de orientación a estudiantes de nuevo ingreso y actividades de impacto para educadores/pares*, Virginia, EU
Sr. Jean C. Fuentes Llanos	ACT. CULT.	23-27 de febrero de 2015	**Participante:** Sr. Jean C. Fuentes Llanos, Viaje de Asistencia Técnica sobre temática de orientación a estudiantes de nuevo ingreso y actividades de impacto.
Dr. Rafael Méndez Tejeda	CINA	Solicitud de ayuda económica para publicar artículo aceptado por el *Open Journal Forestry*.	**Participante:** Dr. Rafael Méndez Tejeda, artículo: *Environmental and Economic Impact of Forest Fires in Puerto Rico 2013-2014.*
Prof. Narcisa Meza Venencia	TEIN	14-20 de abril de 2015	**Participante(s):** Dos estudiantes, actividad *Moon Buggie*

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
			(competencia con otras universidades en el área de robótica), Estados Unidos.
Dr. José Meza Pereira	TEIN	14-20 de abril de 2015	**Participante:** Dr. José Meza Pereira, asistir como acompañante de los estudiantes al *NASA Human Exploration Rover Challenge (Moon Buggie)*, a llevarse a cabo en Alabama, EU.
Dr. José Santiago Santana	CINA	20-21 de mayo de 2015	**Participante:** Dr. José Santiago Santana, Asistencia *21st Annual Kentucky Spinal Cord & Head Injury Research Trust Symposium***,** Kentucky, USA.
Dr. Rafael Méndez Tejeda	CINA	29 de abril-2 de mayo 2015	**Participante:** Dr. Rafael Méndez Tejeda, viaje a República Dominicana, con motivo de su proyecto de investigación en las playas de Bávaro y Punta Cana, bajo el título: *Impacto del cambio climático y de las*

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
			actividades antropogénicas sobre la geomorfología de las playas de Bávaro y Punta Cana.
Dr. Gerardo Perfecto Rivera	CISO	6-9 de agosto de 2015	**Participante:** Dr. Gerardo Perfecto, Convención Anual de Psicología, Toronto, E. U.
Prof. Josefina Rodríguez Beltrán	SOFI	11-15 de junio de 2015	**Participante:** Prof. Josefina Rodríguez, Conferencia Anual ACBSP, Philadelphia, PA.
Prof. George Otero Vélez	ADEM	10-15 de junio de 2015	**Participante:** Prof. George Otero Vélez, asistencia Conferencia Anual ACBSP, Philadelphia, PA.
Dr. Rafael Méndez Tejeda	CINA	8-14 de junio de 2015	**Participante:** Dr. Rafael Méndez Tejeda, viaje a República Dominicana como parte de su proyecto de investigación en las playas de Bávaro y Lago Enriquillo. Asistirá, además, al IX Congreso de Ciencias y Tecnología en donde presentará ponencia y ofrecerá taller.

Nombre del(a) solicitante	Depto	Fecha de la actividad	Actividad y Lugar
Dra. Gloria Oliver Vilella	ORIE	15-21 de octubre de 2015	**Participante:** Dra. Gloria Oliver Vilella, Conferencia Anual de la *University and College Counseling Center Directors***,** en Utah, E.U.
Dra. Ramonita Román González	DAA	12-15 de junio de 2015	**Participante:** Dra. Ramonita Román, asistencia Conferencia Anual ACBSP, Philadelphia.

Informe preparado por: Brenda Rosado Román, Secretaria Ejecutiva
Decanato de Asuntos Académicos

ANEJO 5

Informe sobre participantes en actividades auspiciadas por el *Faculty Resource Network*

Universidad de Nueva York

año académico 2015 - 2016

Dra. Eunice Pérez – Coordinadora

12 de septiembre de 2016

Profesor	Fecha	Actividades	Lugar	Gastos pagados por UPR-Carolina	Gastos pagados por NYU
Dra. Gloria Cordero	8 al 12 de junio	*Summer Program*	Nueva York	Boleto aéreo y dieta para cena	Alojamiento, desayunos y almuerzos
Prof. Orlando Torres	8 al 12 de junio	*Summer Program*	Nueva York	Boleto aéreo y dieta para cena	Alojamiento, desayunos y alumerzos
Prof. George Otero	junio	*Summer Scholar in Residence*	Nueva York	Boleto aéreo y dieta para cena	Alojamiento, desayunos y almuerzos
Prof. George Otero	11 al 15 de enero	*Network Winter*	San Juan, PR		Ciertas comidas

ANEJO 6

Universidad de
Puerto Rico
en Carolina

CICLO DE TALLERES A TRAVÉS DE LA ACADEMIA DE LIDERATO ACADÉMICO – ADMINISTRATIVO AL SERVICIO (ALAAS)

AÑ0S 2014 AL 2016

Días	Temas	Recursos	Total Asistencia por Taller
3 de octubre de 2014	Herramientas para Operacionalizar la Colaboración Distinguida: *Todoist, Doodle.com, Google Calendar, Google Drive, Lastpass.com*	Dr. Moisés Orengo Avilés	25 personas
20 de marzo de 2015	Capacitación sobre Procesos Disciplinarios	Lcda. Elba Emmanuelli Zayas	53 personas
24 de abril de 2015	Visión Compartida: El Éxito a través del Servicio al Estudiante	Prof. Norma Dávila y Sra. Wanda Piña-Ramírez	44 personas
1 de mayo de 2015	Rompiendo Esquemas: el apoderamiento (“empowerment”)	Prof. Norma Dávila y Sra. Wanda Piña-Ramírez	29 personas
5 de junio de 2015	Manejo del Tiempo	Prof. Norma Dávila y Sra. Wanda Piña-Ramírez	36 personas
4 de marzo de 2016	Equidad: “Las Leyes lo que todos debemos saber”	Sr. William Sánchez	51 personas

Los talleres fueron dirigidos a los Decanos, Decanos Asociados y Auxiliares, Directores de Departamentos Académicos y Supervisores.

La duración de los talleres fue de dos (2) horas contacto cada uno. El taller del 3 de octubre de 2014 tuvo una duración de tres (3) horas.

Oficina de
Rectoría

Apartado 4800
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00984-4800
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www.uprc.edu

ANEJO 7

Criterios para la evaluación y autoevaluación del establecimiento de un Programa de Control Interno y de Prevención (PROCIP) al **30 de junio de 2015**, aplicables a las universidades y a los recintos de la Universidad de Puerto Rico, a la Estación Experimental Agrícola y al Servicio de Extensión Agrícola del Colegio de Ciencias Agrícolas

Nombre de la Unidad: UNIVERSIDAD DE PUERTO RICO EN CAROLINA Unidad Núm.: 8064

CRITERIO	CUMPLE	
	SÍ	NO
COMPONENTE 1 - AMBIENTE DE CONTROL		
I. COMUNICACIÓN DE CULTURA ÉTICA		
La unidad mostró evidencia de entregar el *Código de Ética, Ley 84-2002*, según enmendada, a los indicados en los **apartados I.A. y B.** La evidencia puede ser certificación o documento firmado por el proveedor o contratista.		
A. A los **proveedores de bienes y servicios no profesionales** con los que hizo negocios a partir del 1 de julio de 2014 hasta el momento de la evaluación realizada por nuestros auditores. En el caso de que la unidad haya hecho negocios en más de una ocasión con un mismo proveedor, deberá presentar evidencia de haberlo entregado por lo menos la primera vez que hizo negocios con este durante el año fiscal. El momento de entregar el mencionado *Código de Ética* es según lo establece este.		
B. A los **contratistas de servicios profesionales y consultivos** con los que formalizó contrato del 1 de julio de 2014 hasta el momento de la evaluación realizada por nuestros auditores. La entrega del mencionado *Código de Ética* es a la fecha de la formalización del contrato.		
II. REGLAMENTACIÓN SOBRE CAPITAL HUMANO Y PLAN DE ADIESTRAMIENTO ANUAL		
Al 30 de junio de 2015, la unidad cuenta con:		
A. Reglamentación interna que contiene disposiciones específicas sobre la validación externa (*background check*) de la información provista por los candidatos a empleo a efectuarse por la División de Capital Humano y demuestra su cumplimiento. (Si no hubo reclutamiento del 1 de julio de 2013 al 30 de junio de 2015 se debe proveer una certificación firmada por el titular de la unidad)		
B. Reglamentación interna y demuestra su cumplimiento, en cuanto a orientación formal al personal de nuevo ingreso sobre valores y normas de conducta, dentro de los 30 días siguientes a su nombramiento. No constituye orientación formal, el hecho de que el personal de nuevo ingreso certifique que se compromete a leer la reglamentación, y que reconoce la responsabilidad de leerla y aplicarla en el desempeño de las funciones.		
C. Reglamentación interna en cuanto a la preparación anual de un Plan de Adiestramiento, Capacitación y Desarrollo del Personal, y demuestra la preparación del mismo correspondiente al año fiscal 2015-16.		

Oficina de Recursos Humanos *Apartado 4800, Carolina, Puerto Rico 00984-4800*

20 de agosto de 2012

Dra. Ana E. Falcón, Decana Académica
Sr. Cristian Toledo, Director Sistemas de Información
Sra. Juanita Bonano, Coordinadora Calidad de Vida
Sr. Miguel A. Gutiérrez, Especialista en Salud, Seguridad Ocupacional y Amb.
Dra. Kattia Walters, Coordinadora Institucional, PPVM
Directores Departamentos Académicos y/o Supervisores de Oficina

Sra. Elizabeth Negrón Pagán, Directora
Oficina de Recursos Humanos

PLAN DE ADIESTRAMIENTOS PARA EL AÑO FISCAL 2012-13
INFORME CONTRALOR

Solicitamos nos provean el plan de actividades y/o adiestramientos programados para los meses de **agosto a diciembre de 2012** y aquellos que ya se han ofrecido con copia de la lista de asistencia.

Esta información es sumamente importante para incluirla en el Plan de Adiestramientos que será sometido a la Oficina del Contralor en enero 2013.

Recabamos su cooperación para que esta información pueda ser entregada en la Oficina de Recursos Humanos en o antes del 10 de septiembre de 2012.

Gracias por la atención que le puedan prestar a este asunto. De surgir cualquier duda al respecto, favor de comunicarse con nosotros por vía email a: carmen.colon5@upr.edu.

Saludos.

ENP/clcc

c *Prof. Trinidad Fernández – Miranda*
Rectora

Decanos

Universidad de
Puerto Rico
en Carolina

31 de agosto de 2015

A TODO EL PERSONAL DE LA UPR – CAROLINA

Sr. Gregory Bermúdez Rivera, Director
Oficina de Recursos Humanos

ESTUDIO DE NECESIDADES 2015

Para el conocimiento de todos ustedes, la Oficina de Recursos Humanos es evaluada y auditada todos los años por el Programa de Control Interno y de Prevención (PROCIP) de la Oficina del Contralor de Puerto Rico. Desde antes del 30 de junio de 2015 estamos en los preparativos del mismo.

Este nuevo año fiscal 2015 - 16 se preparará como parte de su auditoría un Estudio de Necesidades, con el propósito de identificar los diferentes requisitos para la evaluación de las necesidades de todo el personal docente y no docente de la UPRCA.

Decanato de
Administración

Recursos Humanos

Este estudio tendrá el fin de reconocer las fuentes de información para la preparación final de un Plan de Adiestramientos correspondiente al año 2015 – 2017. Favor acceder a este enlace **http://tinyurl.com/nkesple** para poder cumplimentar el mismo.

Todo empleado será responsable de completar el mismo en su totalidad. Las respuestas brindadas en este cuestionario serán estrictamente confidenciales y de forma anónima. Es compulsorio completar este cuestionario y su fecha límite será hasta el 21 de septiembre 2015.

De surgir cualquier duda al respecto, favor comunicarse con la Sra. Carmen L. Colón, Analista de Recursos Humanos III de la Sección de Adiestramientos a la extensión 4403 o a su correo electrónico carmen.colon5@upr.edu.

Estamos para servirles siempre.

GBR/clcc

Vo. Bo. Moisés Orengo Avilés, Ph.D.
Rector

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Carolina, Puerto Rico
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787-257-0000
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Universidad de Puerto Rico en Carolina
Oficina de Recursos Humanos
Sección de Adiestramientos

ESTUDIO DE NECESIDADES
Año 2015 - 17

Aprobado por: Sr. Gregory Bermúdez Rivera, Director de Recursos Humanos

Preparado por: Sra. Carmen L. Colón Cruz, Analista de Recursos Humanos III

30 de junio de 2015

INTRODUCCIÓN:

Este Estudio de Necesidades se estará llevando a cabo como parte de los criterios para la evaluación y autoevaluación del Programa de Control Interno y de Prevención (PROCIP) de la Oficina del Contralor de Puerto Rico, aplicables a todos los recintos de la Universidad de Puerto Rico. El mismo incluirá las necesidades, preferencias del personal y pasos a seguir en cuanto a la preparación anual de un Plan de Adiestramiento, Capacitación y Desarrollo del Personal correspondiente a los años 2015 – 17 de la UPR Carolina.

IDENTIFICANDO LAS NECESIDADES

Situación actual…

- ✓Buscar la necesidad, compromiso y el interés del personal docente y no docente, con relación a los temas de los cuales necesitarán mayor refuerzo.
- ✓Promover y fomentar procesos de adiestramiento y readiestramiento para mantener actualizado los conocimientos y destrezas de los empleados en sus respectivas áreas de trabajo.
- ✓Poder coordinar y llevar a cabo diferentes actividades, talleres y/o adiestramientos para que el personal docente y no docente puedan beneficiarse de los temas a ofrecerse y a la misma vez puedan cumplir a totalidad con las horas requeridas por Ley.

IDENTIFICANDO LAS NECESIDADES

Situación deseada…

- ✓ Cumplir con el mínimo de seis (6) horas anuales en cursos de educación continua de capacitación y desarrollo profesional requeridos por la Oficina del Contralor de Puerto Rico.
- ✓ Poder llevar a cabo un Plan de Adiestramientos más estructurado, definido y eficaz.
- ✓ Obtener el apoyo de los Supervisores y/o Directores de Oficina, con relación a la asistencia de estas actividades programadas.

IDENTIFICANDO LAS NECESIDADES

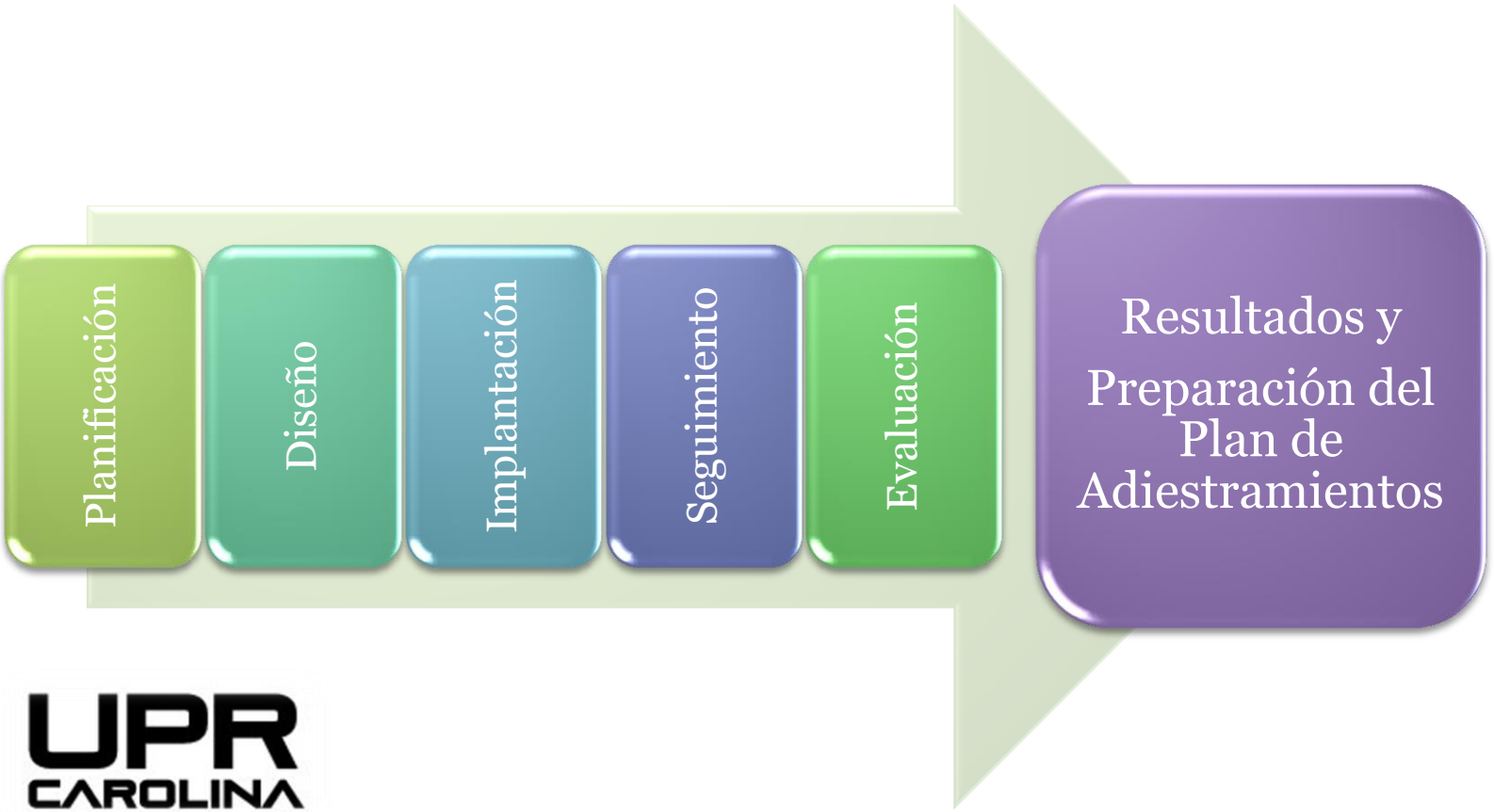
Situación deseada…

- ✓ Evaluar el conocimiento y las destrezas que los empleados poseen en relación a las destrezas y conocimiento que van a necesitar en el futuro.
- ✓ Explorar y analizar un banco de recursos del personal docente y no docente que estén capacitados, para que éstos puedan ofrecer gratuitamente talleres, seminarios y adiestramientos para todo el personal de la Universidad.

TIPOS DE NECESIDADES

- ✓ Es necesario realizar un análisis (estudio) de necesidades que permita identificar aquellas áreas que requieren adiestramiento, antes de readiestrar a los empleados.
- ✓ Readiestrar y fortalecer las destrezas y capacitación de los empleados.
- ✓ Aumentar el nivel de motivación y productividad en los empleados.

PASOS DEL ESTUDIO DE NECESIDADES



UPR CAROLINA

Explicación de los Pasos a Seguir en el Estudio de Necesidades

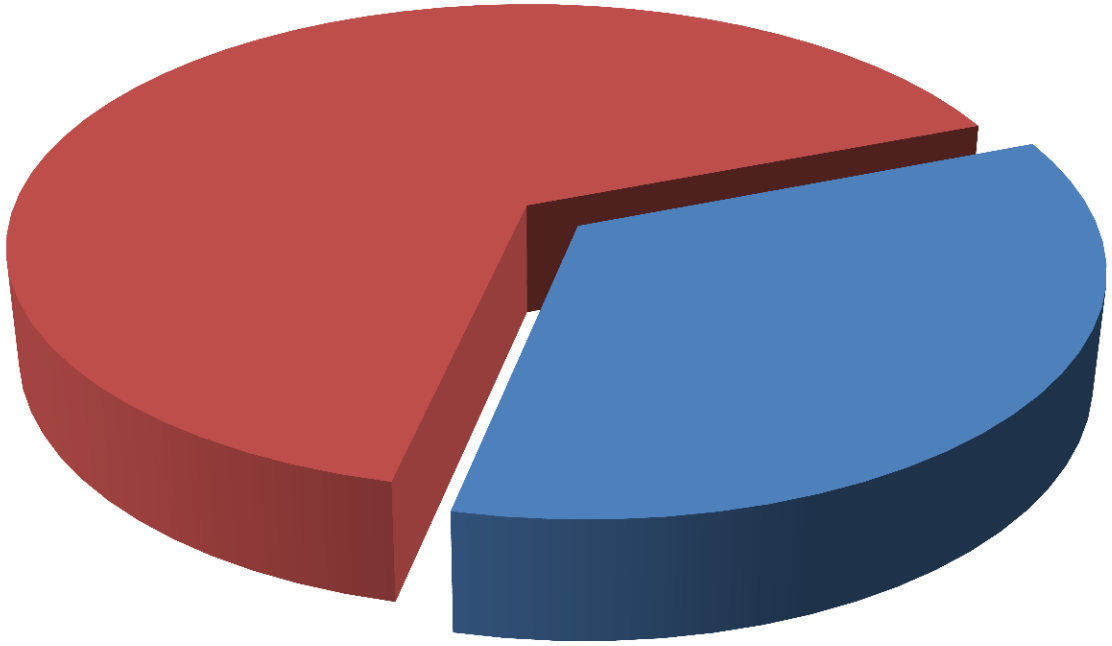
- Planificación – El Formulario del Estudio de Necesidades se enviará a través del correo electrónico a todo el personal de la UPR Carolina, acompañado por la carta oficial del Director de Recursos Humanos.
- Diseño – Modelo a utilizarse (Plataforma de Google Drive).
- Implantación – Se les notificará a todo el personal por vía electrónica a través de la carta oficial aclarando todo el proceso, se establecerá un enlace para acceder al Formulario de Estudio de Necesidades. El mismo llegará automáticamente al correo electrónico de la persona encargada de preparar este estudio.

Explicación de los Pasos a Seguir en el Estudio de Necesidades (continuación)

- ✓ Seguimiento – Se verificará la base de datos y se establecerá una fecha límite para el control del mismo.
- ✓ Evaluación – Último paso a seguir para establecer las prioridades del estudio, preferencias y necesidades del empleado, tomando en consideración la mayor puntuación adquirida. (Alternativa de mucha necesidad).
- ✓ Resultados – Con los logros obtenidos se realizará un Plan de Adiestramientos estructurado y más definido de acuerdo a las necesidades establecidas.

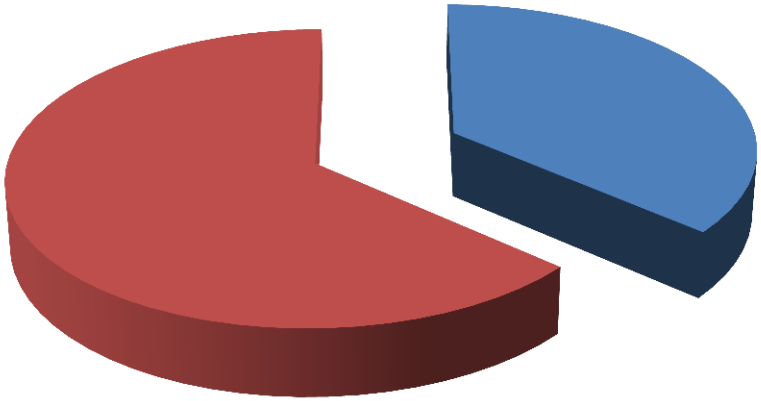
RESUMEN BREVE – ESTUDIO DE NECESIDADES

Participantes por Género



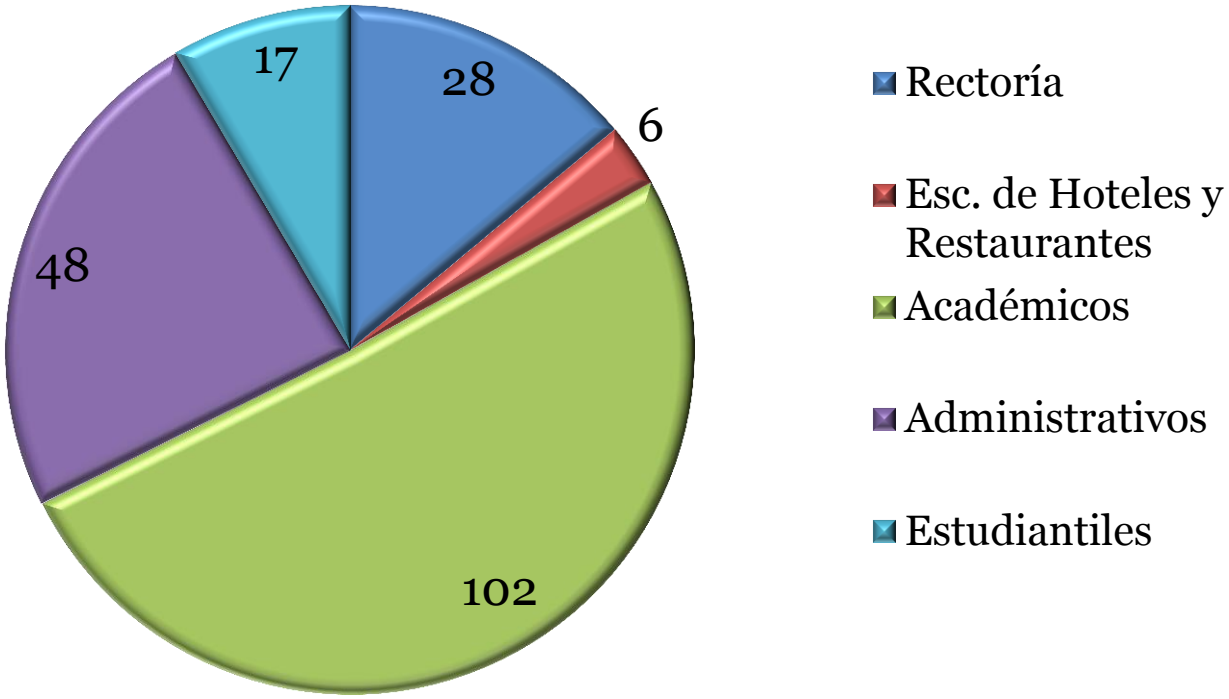
Hombre	**69**	34.3%
Mujer	**132**	65.7%

RESUMEN BREVE – ESTUDIO DE NECESIDADES
Participantes - Personal Docente y No Docente



Docente	**73**	36.3%
No Docente	**128**	63.7%

RESUMEN BREVE – ESTUDIO DE NECESIDADES
Participantes por Decanato adscrito a su Oficina y/o Departamento



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TEMAS DE MUCHA NECESIDAD…

- Legislación Laboral
- Manejo del Tiempo y Prioridades
- Manejo de Situaciones Conflictivas en el Ambiente Laboral
- Cómo Lidiar con Personas de Conducta Difícil
- Liderazgo, Motivación y la Formación de Equipos de Trabajo
- Manejo de Información Confidencial

UPR CAROLINA

TEMAS DE MUCHA NECESIDAD…

- Cómo Lidiar con Situaciones de Violencia en el Lugar de Trabajo
- Discrimen en el Empleo
- La Ley ADA y sus Implicaciones
- Microsoft Word 2013
- Microsoft Excel 2013
- Microsoft PowerPoint 2013
- Microsoft Publisher 2013

UPR CAROLINA

TEMAS DE MUCHA NECESIDAD…

- Google Drive
- Redacción y Gramática
- Comunicación Efectiva como Recursos de la Tolerancia y el Manejo de Conflictos
- Uso de las Herramientas Electrónicas en la Redacción Moderna
- Elaboración de Propuestas Federales
- Prácticas y Procedimientos de Oficina

UPR CAROLINA

TEMAS DE MUCHA NECESIDAD…

- La Organización y la Redacción de Procedimientos
- Manejo de Estrés
- Redacción Efectiva en Correos Electrónicos
- Requisitos para Lograr una Comunicación Escrita Efectiva
- Beneficios Marginales
- La Comunicación Oral Efectiva

COMENTARIOS, RECOMENDACIONES Y OTROS TEMAS SUGERIDOS*

- Entiendo que tenemos que retomar la Misión y Visión real de UPR Carolina. Retomar en dónde estamos y hacia dónde vamos. Realidad de UPRCA como una de las 11 unidades del sistema UPR. Me parece que se ha perdido el norte, el por qué cada Administración trata de implantar sus ideas y caprichos y se olvidan del fin común de educar y fomentar un ambiente laboral sano. Pienso inclusive que debemos prepararnos para que los Administradores debidamente cualificados y experimentados ocupen puestos permanentes. Por años la docencia tiene el control económico y fiscal y se dejan los otros decanatos al descubierto.
- Como manejar situaciones de crisis de enfermedad de empleado en el lugar de trabajo u oficina. Ejemplos: ataque de nervios, de ansiedad, baja o alta presión arterial, sicosis, ataque de locura y otras emergencias relacionadas a la salud.
- Políticas Instituciones/de uso; entre otras, Integración del Individuo (entiéndase empleados/as) en las Tomas de Decisiones y Proyectos Instituciones.

*Las expresiones vertidas en este estudio son fiel y exacta a los resultados obtenidos. La Oficina de Recursos Humanos no se solidariza con las expresiones vertidas en este estudio.

COMENTARIOS, RECOMENDACIONES Y OTROS TEMAS SUGERIDOS*

- La Agresión Sexual y Trata Humana son temas muy pertinentes para prevenir e intervenir con la población que sirve la Universidad.
- Entiendo que tanto el Manejo de Documentos Confidenciales como la Confidencialidad deben tener los empleados que pertenecen a ciertos comités o dan servicio ya sea a estudiantes, empleados o público en general es un tema muy importante y en algunas oficinas no se cumple cabalmente. Debemos entender que existen leyes tanto estatales como federales que cobijan la privacidad y confidencialidad de las personas.
- Que sea compulsorio para todos los empleados que no evadan la responsabilidad de asistir al mismo. Que incluyan a Decanos, Rectores, Senadores y Coordinadores.

*Las expresiones vertidas en este estudio son fiel y exacta a los resultados obtenidos. La Oficina de Recursos Humanos no se solidariza con las expresiones vertidas en este estudio.

COMENTARIOS, RECOMENDACIONES Y OTROS TEMAS SUGERIDOS*

- Procedimientos parlamentarios es necesario. También sería ideal que se discutan los derechos de los estudiantes en el área académica y los derechos de los profesores. En éste último sería necesario que se mencione que hacer en casos de estudiantes problemáticos. También sería conveniente se adiestrara que se hace en casos de profesores con condiciones de salud delicada que verdaderamente no están capacitados para continuar con su tarea académica.
- El trato que debemos dar a nuestros estudiantes, tanto del personal administrativo como de los profesores. Nuestros estudiantes es la razón del porque estamos aquí, y el trato hacia ellos es muy importante para el logro de muchos objetivos de la institución. Todos los componentes del Departamento deben asistir a las charlas tantos docente y no docentes, supervisores y empleados.
- MUCHA NECESIDAD: En vista de los nuevos cambios en cuanto al uso de impresoras y fotocopiadoras, se deben ofrecer adiestramientos sobre los procesos de digitalización de documentos y automatización de procesos para todo el personal (docente y no docente).
- Pasos a seguir para retirarse.
- TODAS SON LA BASE DE UNA EMPRESA CON ÉXITO!!! SOMOS ESLABONES Y JUNTOS HACEMOS UNA GRAN CADENA.

*Las expresiones vertidas en este estudio son fiel y exacta a los resultados obtenidos. La Oficina de Recursos Humanos no se solidariza con las expresiones vertidas en este estudio.

UPR CAROLINA

COMENTARIOS, RECOMENDACIONES Y OTROS TEMAS SUGERIDOS*

- Privatización de empleados de mantenimiento y ornato, privatización de empleados de construcción (electricistas, plomeros, carpinteros, pintores, etc.)
- ¿Qué hacer cuando las decisiones de tu supervisor configen con tu ética o tu perspectiva de lo que es justo? Pasos a seguir, sin que luego hayan repercusiones en tu contra y que se pueda mantener un buen ambiente de trabajo. :(
- Integración de la tecnología en la sala de clases. Técnicas de enseñanza constructivistas.
- DEBE ADIESTRARSE SOBRE EL PRINCIPIO DE MÉRITO Y DE LA REGLAMENTACIÓN UNIVERSITARIA.
- Más ayuda en el manejo de programas y la computadora.

*Las expresiones vertidas en este estudio son fiel y exacta a los resultados obtenidos. La Oficina de Recursos Humanos no se solidariza con las expresiones vertidas en este estudio.

UPR CAROLINA

COMENTARIOS, RECOMENDACIONES Y OTROS TEMAS SUGERIDOS*

- Talleres compulsorios al asistente administrativo y personal no docente que estén interesados en el inglés conversacional, en nuestro tiempo es importante la fluidez en la comunicación del idioma inglés.
- Recomiendo que los talleres se ofrezcan en la misma institución en horario de la mañana y en fechas alternas, de manera que podamos asistir a la mayoría de ellos.
- Liderazgo efectivo
- De como implementar estrategias creativas que nos lleven a dar un mejor servicio a los estudiantes.
- Deben dar más adiestramientos en el manejo de las computadoras, en redacción y áreas de supervisión.
- Excelencia en el servicio al estudiante.
- Espero que se den estos talleres que no se queden solo en la encuesta. Sería de mucho provecho y deben ser compulsorios, porque los que lo necesitan no asisten.

*Las expresiones vertidas en este estudio son fiel y exacta a los resultados obtenidos. La Oficina de Recursos Humanos no se solidariza con las expresiones vertidas en este estudio.

UPR CAROLINA

COMENTARIOS, RECOMENDACIONES Y OTROS TEMAS SUGERIDOS*

- Que los adiestramientos no se dividan por departamentos y que todo empleado se beneficie del adiestramiento o seminario sin importar si es de Recursos Físicos o Personal de Oficina.

1. Cómo prender y apagar una computadora y aprender a leer el correo electrónico, eliminar, navegar y archivar e imprimir (adiestramiento).
2. Pasos a seguir para comunicarse con los Directores y Supervisores para que sean eficientes y rápidos en la toma de decisiones en infraestructuras y en caso de emergencia laboral en conjunto con el staff de trabajadores (adiestramiento).
3. Adiestramientos de Máquinas y Herramientas en el Trabajo en UPR.
4. En que nos Beneficia los Recursos Humanos hacia el Empleado (seminario).
5. Como aligerar las Hojas de Servicios tanto en Recursos Físicos como Administración.
6. Como se definen las cadenas de mando por departamento en las tomas de decisiones (seminario u orientación) la mayoría del personal UPR se confunden en esto sería saludable este tipo de seminario y así adquieren el conocimiento, gracias a ustedes por la oportunidad.

*Las expresiones vertidas en este estudio son fiel y exacta a los resultados obtenidos. La Oficina de Recursos Humanos no se solidariza con las expresiones vertidas en este estudio.

REFERENCIA Y COLABORACIÓN:

- Este estudio de necesidades es una breve adaptación de ejemplo del Dr. José M. Huerta, Especialista en Evaluación SEA – 14 de marzo de 2003. http://academic.uprm.edu/jhuerta/HTMLobj-223/Estudio_de_Necesidades.pdf
- Colaboración - Prof. Rosana Torres, Bibliotecaria Auxiliar I, Centro de Recursos para el Aprendizaje UPR Carolina.

UPR CAROLINA

Universidad de
Puerto Rico
en Carolina

26 de mayo de 2016

Decanos, Decanos Asociados y Auxiliares, Directores Académicos y Administrativos, Supervisores

Moisés Orengo Avilés, Ph.D.
Rector

CICLO DE TALLERES A TRAVÉS DE LA ACADEMIA DE LIDERATO ACADÉMICO-ADMINISTRATIVO AL SERVICIO (ALAAS) SOBRE INTELIGENCIA EMOCIONAL

Oficina de
Rectoría

La inteligencia emocional juega un rol importante en nuestras vidas porque nos brinda herramientas para manejar nuestras emociones en diferentes escenarios y así lograr bienestar en nosotros mismos y en los demás. Con este fin, le invitamos a formar parte de este nuevo ciclo de talleres, en coordinación con la Oficina de Recursos Humanos y como parte del ciclo de capacitación profesional a la facultad, al personal de supervisión y de administración. El tema de la Academia será sobre **Inteligencia Emocional,** bajo el lema ***"Conócete, toma las riendas de tus emociones y logra tu bienestar".***

Los mismos se dividirán en cuatro (4) secciones y se llevarán a cabo todos los lunes del mes de junio de 2016, de 2:00 p.m. a 4:00 p.m. en el Salón Restaurante de la Escuela de Administración de Hoteles y Restaurantes, desglosados de la siguiente manera:

Días	Temas	Recursos
6 de junio	*"Introducción a la Inteligencia Emocional, su Importancia y Motivos para Desarrollarla"*	Dra. Damaris de Jesús Carrasquillo
13 de junio	*"Trabajo en Equipo con Inteligencia Emocional"*	Dra. Lizzie M. García Pabón
20 de junio	*"Competencias Emocionales de la Inteligencia Emocional"*	Dra. Mirla del Carmen Méndez Solano
27 de junio	*"Aplicación de la Inteligencia Emocional"*	Prof. Gustavo G. Cortina Rodríguez

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Exts. 3262, 3264
Fax 787-750-7940
www.uprc.edu

Favor hacer extensiva esta invitación a un empleado adscrito a su Oficina y coordinar la asistencia de ambos participantes, ya que la misma será compulsoria. Favor confirmar su asistencia en o antes del miércoles, 1 de junio de 2016, vía correo electrónico a: carmen.colon5@upr.edu. Las horas contacto serán acreditadas por la Oficina del Contralor y la Oficina de Ética Gubernamental de Puerto Rico.

El registro y la merienda para cada taller iniciarán a la 1:30 p.m. Esperamos su puntualidad para cumplir con la agenda programada.

Para más información, se pueden comunicar con la Sra. Carmen L. Colón, de la Oficina de Recursos Humanos, a la extensión 4403.

Compartimos el trabajo de UPRM liderados por la Dra. Lizzie García (https://www.youtube.com/playlist?list=PLQZlltBgKYIH9NYS53o3a3wriPoM-f6Zi) utilizados como instrumento de capacitación en este tema.

Contamos con su asistencia.

ira

Oficina de Recursos Humanos
Sección de Adiestramientos
Les informa...

Plan de Adiestramientos según las Estadísticas del Estudio de Necesidades*
Período - mes de octubre a diciembre 2015

Adiestramientos	Recurso	Fecha/Hora	Lugar
Herramientas de Google Drive (solamente para el personal con conocimiento en las computadoras)	Prof. Rosana Torres, Bibliotecaria I CRA	23 de octubre de 2015 9:00 a.m. – 11:00 a.m.	Sala de Destrezas de Información y Tecnologías (CRA) – (Capacidad para 30 personas)
El Arte de Manejar y Trabajar con Personas Conflictivas	Dr. José M. Martínez, Catedrático Auxiliar Ciencias Sociales y Justicia Criminal	5 de noviembre de 2015 2:00 p.m. – 3:30 p.m.	Sala de Teleconferencia (Capacidad para 70 personas)
Microsoft Excel Básico (solamente para el personal con conocimiento en las computadoras)	Prof. Ángel D. Millán, Bibliotecario II CRA	11 diciembre de 2015 9:00 a.m. – 12:00 m.	Sala de Destrezas de Información y Tecnologías (CRA) (Capacidad para 30 personas)

De surgir cualquier duda al respecto, favor comunicarse con la Sra. Carmen L. Colón , Analista de Recursos Humanos III a la extensión 4403 o carmen.colon5@upr.edu

*Solamente para empleados de la UPRCA

ANEJO 8

PLAN DE DESARROLLO DE FACULTAD

Sometido por Prof. Cristina Martínez Lebrón, BS, M.Ed.

a Sra. Luaida Oyola, Directora Proyecto Título V Individual

Tabla de Contenido

Resumen Ejecutivo 1
Introducción 2
Revisión de Literatura 3
Resultados de la Encuesta a la Facultad 6
Enseñanza 10
Planificación y Administración de Cursos 13
Planificación de la Enseñanza 15
Coordinación de Cursos 16
Estrategias de Enseñanza 18
Educación a Distancia 21
Assessment 24
Evaluación 26
Servicio 34
Servicios a la comunidad externa 34
Servicios a la comunidad universitaria 36
Investigación 37
Investigación Docente 38
Divulgación 40
Investigación Estudiantil 47
Fondos Externos 49
Mentoría y Desarrollo Profesional 50
Networking y Colaboración 50
Integración de la Tecnología 51
Funciones Administrativas 52
Tareas de Administración 52
Evaluación Periódica y Acreditaciones 54
Administración y Destreza Generales 55
Deshonestidad académica 56
Áreas de Prioridad 56

Esquema para Desarrollo de Facultad..... 59
Talleres Propuestos para el Desarrollo de Facultad 60
Simposios 63
"Assessment" y Evaluación 65
Referencias..... 66
Apéndice 1: Oportunidades de Adiestramiento en Línea relacionadas al Nuevo Bachillerato de Ciencias Forenses y Certificación en Ciencias Forenses de Campo..... 67

Índice de Tablas

Tabla 1. Promedio de horas semanales dedicadas a la Coordinación de cursos. 17
Tabla 2. Importancia y nivel de necesidad en el desarrollo de cursos híbridos y en línea 24
Tabla 3. Importancia y necesidad con relación al proceso evaluativo..... 27
Tabla 4. Frecuencia de uso de varias estrategias de evaluación 28
Tabla 5. Servicios de los Docentes 37
Tabla 6. Manuscritos sometidos a revistas profesionales arbitradas en los últimos cinco años 42
Tabla 7. Cantidad de veces que la Facultad divulgó trabajos de investigación en una revista profesional arbitrada en los últimos dos años 43
Tabla 8. Escritos divulgados en revistas profesionales en los últimos dos años (no investigaciones) 45
Tabla 9. Prioridades de adiestramiento para la Facultad de Ciencias Naturales y Ciencias Sociales 57

Índice de Figuras

Figura 1. Nivel de curso que enseña con mayor frecuencia 7
Figura 2. Cursos que enseñaba durante el primer cuatrimestre 2014-2015..... 8
Figura 3. Rango académico..... 9
Figura 4. Tipo de nombramiento 9

Figura 5. Departamento académico 10
Figura 6. Enseñanza de un curso de honor 11
Figura 7. Enseñanza de un curso interdisciplinario 11
Figura 8. Enseñanza de un curso completamente a distancia 11
Figura 9. Enseñanza de un curso híbrido 12
Figura 10. Enseñanza de un curso o seminario de primer año 12
Figura 11. Enseñanza de un curso *capstone* o seminario de cuarto año 12
Figura 12. Enseñanza de un curso de invetigación 13
Figura 13. Horas dedicadas a la calificación de trabajos de los estudiantes 14
Figura 14. Horas dedicadas a la preparación de cursos y tareas relacionadas 14
Figura 15. Importancia percibida sobre la preparación de cursos y tareas relacionadas .. 14
Figura 16. Planificación de la Enseñanza 16
Figura 17. Importancia percibida sobre la coordinación de cursos 17
Figura 18. Frecuencia de uso del aprendizaje cooperativo 18
Figura 19. Frecuencia de uso del aprendizaje por indagación 19
Figura 20. Frecuencia de uso de la Conferencia 19
Figura 21. Frecuencia de uso de Demostraciones 19
Figura 22. Frecuencia de uso de Múltiples borradores de un trabajo escrito 20
Figura 23. Frecuencia de uso de problemas de la vida real o estudios de caso 20
Figura 24. Frecuencia de uso de servicio a la comunidad 20
Figura 25. Frecuencia de uso de Discusiones en clase o debates 21
Figura 26. Frecuencia de uso de Experiencias prácticas o de campo 21
Figura 27. Enseñanza de un curso completamente a distancia 22
Figura 28. Enseñanza de un curso híbrido 22
Figura 29. Cantidad de Cursos completamente a distancia 23
Figura 30. Cantidad de Cursos híbrido 23
Figura 31. Importancia del avalúo 25
Figura 32. Importancia y necesidad percibida sobre varios componentes del proceso de avalúo 26
Figura 33. Importancia y necesidad promedio relacionadas con el proceso evaluativo ... 27
Figura 34. Frecuencia de uso de asignaciones semanales 28

Figura 35. Frecuencia de uso de bibliografía anotada 29
Figura 36. Frecuencia de uso de evaluaciones de trabajos de los estudiantes por pares .. 29
Figura 37. Frecuencia de uso de exámenes con preguntas de respuestas breves..... 29
Figura 38. Frecuencia de uso de exámenes tipo ensayo 30
Figura 39. Frecuencia de uso de monografías o ensayos..... 30
Figura 40. Frecuencia de uso de portafolio..... 30
Figura 41. Frecuencia de uso de presentaciones de los estudiantes..... 31
Figura 42. Frecuencia de uso de propuesta de investigación..... 31
Figura 43. Frecuencia de uso de proyectos de fin de curso 31
Figura 44. Frecuencia de uso de proyectos grupales 32
Figura 45. Frecuencia de uso de pruebas cortas electrónicas con insumo inmediato..... 32
Figura 46. Frecuencia de uso de pruebas cortas 32
Figura 47. Frecuencia de uso de exámenes de selección múltiple..... 33
Figura 48. Frecuencia de uso de reflexiones o diarios reflexivos..... 33
Figura 49. Frecuencia de uso de trabajos de investigación..... 33
Figura 50. Porcentaje de la Facultad y veces en las que sirvió como recurso para talleres o conferencias en otra institución 34
Figura 51. Porcentaje de la Facultad y veces en las que sirvió como recurso en alguna conferencia de asociaciones profesionales 35
Figura 52. Importancia de los enlaces y servicios a la comunidad..... 35
Figura 53. Horas dedicadas a enlaces comunitarios 36
Figura 54. Porcentaje de la Facultad y veces en las que sirvió como recurso en talleres en la UPRCA 36
Figura 55. Importancia de la investigación..... 38
Figura 56. Importancia y necesidades relacionadas a la investigación..... 39
Figura 57. Horas semanales dedicadas a la investigación 40
Figura 58. Presentación de trabajos de investigación en conferencias profesionales en los últimos dos años..... 41
Figura 59. Cantidad de manuscritos aceptados para presentación en congresos profesionales en los últimos cinco años..... 42

Figura 60. Manuscritos sometidos a revistas profesionales arbitradas en los últimos cinco años 43
Figura 61. Cantidad de veces que divulgó en una revista profesional arbitrada en los últimos dos años 44
Figura 62. Distribución de publicaciones por departamento académico en revistas arbitradas en los últimos dos años..... 44
Figura 63. Publicaciones en revistas profesionales en los últimos dos años (no investigaciones) 45
Figura 64. Porcentaje de la Facultad que sometió escritos para libros o manuales 46
Figura 65. Actividad de divulgación en libro o manual por departamento académico 46
Figura 66. Enseñanza de un curso de investigación en los últimos dos años 47
Figura 67. Frecuencia de uso de las propuestas de investigación como estrategia evaluativa 48
Figura 68. Frecuencia de uso de trabajos de investigación como estrategia evaluativa ... 48
Figura 69. Importancia y necesidad en áreas relacionadas a búsqueda de fondos externos49
Figura 70. Importancia y necesidad en áreas relacionadas a la mentoría y el desarrollo profesional 50
Figura 71. Importancia y necesidad relacionadas al *networking* y la colaboración..... 51
Figura 72. Integración de la tecnología..... 52
Figura 73. Horas semanales dedicadas a reuniones de facultad, departamento y comités 53
Figura 74. Importancia percibida de la participación en comités 53
Figura 75. Horas semanales dedicadas a otras labores administrativas..... 54
Figura 76. Importancia y necesidad sobre la evaluación periódica 55
Figura 77. Importancia y necesidad en áreas de administración y otras destrezas 55
Figura 78. Deshonestidad académica y manejo de problemas de conducta 56

Resumen Ejecutivo

El desarrollo de Facultad es un componente de gran importancia en las instituciones de educación superior. Esto ayuda a fomentar que el profesorado se mantenga al día con las tendencias en su campo, así como aspectos fundamentales de la educación y otros quehaceres docentes. Con el fin de crear un Plan de Desarrollo de Facultad que responda a las necesidades de los docentes en la UPR en Carolina, se llevó a cabo un estudio de necesidades a través del Proyecto Título V – Individual con el apoyo del Decanato de Asuntos Académicos.

El estudio contó con una tasa de respuesta de 40%. Hubo representación de todos los departamentos académicos, rangos y tipos de nombramiento. La información provista por los participantes fue utilizada para la identificación de áreas de prioridad de adiestramiento, sobre todo para los departamentos de Ciencias Naturales y Ciencias Sociales, los cuales son el foco principal de este Proyecto Título V.

Los resultados muestran que las áreas de mayor necesidad de adiestramiento, según percibido por la Facultad están relacionadas con las siguientes áreas: (a) el desarrollo de acuerdos colaborativos, (b) uso de herramientas tecnológicas gratuitas, (c) redacción de propuestas y búsqueda de fuentes de fondos externos, (d) investigación y publicación, (e) enseñanza de cursos a distancia o híbridos, (f) el avalúo y la evaluación.

Basado en los resultados de este estudio de necesidades se diseñó un Plan de Desarrollo de Facultad que consta de talleres y conferencias, simposios y seminarios. Los talleres y las conferencias serán ofrecidos en serie y cada uno tendrá una duración aproximada de una hora (la mayoría ofrecidos en la hora universal). El Plan también cuenta con dos simposios en temas relacionados a las Ciencias Forenses, uno dirigido a Facultad (y abierto a estudiantes) y otro dirigido a Facultad (y profesionales del campo). Finalmente, este Plan incluye una lista de seminarios en Ciencias Forenses dirigidos a la Facultad de Ciencias Naturales y Ciencias Sociales. Los mismos son ofrecidos en línea, y en su mayoría, gratuitos. Este Plan ha sido diseñado para implantarse desde mediados del mes de febrero de 2015 hasta mediados de septiembre del mismo año.

Introducción

El Desarrollo de Facultad es una práctica que desde hace varias décadas ha tomado gran auge en las instituciones de educación superior. El término "Desarrollo de Facultad" se refiere al conjunto de actividades y programas diseñado para mejorar la instrucción. Más recientemente se ha acuñado el término desarrollo académico para referirse al conjunto de actividades y programas dirigidos a fortalecer las distintas dimensiones de los académicos en las instituciones de educación superior (instructor, investigador, ciudadano y académico) (Amundsen et. al., 2005).

El desarrollo de Facultad ha mostrado ser un aspecto clave para el desarrollo de las destrezas del docente y en el apoyo institucional (Blanchard, et. al., 2009); en particular resulta ser método efectivo para fortalecer las prácticas académicas de los docentes y su enseñanza (Nathan, 1994). Según demostrado por Ambrosino y Peel (2011), el desarrollo de facultad es una herramienta efectiva que impacta las prácticas instruccionales del docente y el aprendizaje de los estudiantes.

Ante los retos que confrontan las instituciones de educación superior para mantener su vigencia y competitividad, la implantación de un sistema de desarrollo de facultad resulta una medida necesaria. Por tal motivo, la UPR en Carolina, a través del Proyecto de Título V *Expanding Students Opportunities and Options* ha dedicado recursos para la creación del mismo. La creación del Plan de Desarrollo de Facultad que aquí se presenta ha sido fundamentada en los resultados de la encuesta de desarrollo de facultad administrada en octubre 2014 y en la literatura profesional disponible en el área. La literatura ha sido utilizada con dos propósitos: (a) apoyar la

identificación de temas a ser atendidos en el plan y (b) determinar las prácticas más efectivas para el establecimiento de un plan de facultad exitoso.

El Plan de Desarrollo de Facultad se divide en cinco partes. La primera parte atiende de manera breve los aspectos relacionados al diseño y coordinación de planes de desarrollo de facultad presentados en la literatura. La segunda parte presenta los resultados obtenidos en la encuesta de desarrollo de Facultad para los departamentos de Ciencias Naturales y Ciencias Sociales de la UPRCA. La tercera parte presenta los temas a ser atendidos en el plan de desarrollo de facultad (Cs Forenses, Abuso de Sustancias, Cs Naturales, Educación en Línea, Avalúo, Redacción de Propuestas, Administración de Propuestas, entre otros), así como los diferentes formatos didácticos que se sugieren para llevar a cabo los mismos. La cuarta parte presenta el esquema propuesto para el Plan De Desarrollo de Facultad en la UPRCA. Finalmente, la quinta parte presenta el esquema de "assessment" y evaluación que se utilizará para garantizar la efectividad del Plan de Desarrollo de Facultad.

Revisión de Literatura

La literatura en el área de desarrollo de facultad demuestra que existe una gran variedad de métodos, temas y enfoques que varían dependiendo del tipo de institución y sus necesidades. A pesar de que las áreas que se atienden en los planes de desarrollo de facultad tienen un gran alcance y variedad de temas, la literatura las clasifica en cuatro enfoques: (a) destrezas, (b) métodos, (c) procesos y (d) disciplinario (Amundsen et. al., 2005), siendo los seminarios de destrezas los más comunes y los de procesos los más complicados.

Por otro lado, Centra (1989) en (Amundsen et. al., 2005) ha clasificado el desarrollo de facultad en cuatro categorías: (a) personal, (b) instruccional, (c) organizacional y (d) profesional.

El área personal se refiere al desarrollo de destrezas interpersonales, desarrollo profesional (de carrera) y planificación personal. Por otro lado, el componente instruccional alude al diseño y desarrollo de cursos y tecnología instruccional. El área organizacional busca mejorar el ambiente institucional que redunde en un mayor apoyo a la enseñanza. Finalmente, el componente profesional consiste en proveer a la facultad las oportunidades de desarrollo necesarias para que éstos cumplan cabalmente con su rol como investigadores, educadores y servidores.

Un programa de desarrollo de facultad que incluya planes a largo plazo debería incluir todos estos componentes con el fin de garantizar que las diferentes dimensiones son atendidas. Sin embargo, también es posible implantar planes de desarrollo a corto y mediano plazo, de menor complejidad y un alcance más preciso.

Prácticas más comunes.

Aunque ciertas prácticas (e.g. estrategias de enseñanza y áreas de contenido) han sido temas constantes en los planes de desarrollo de facultad a través de los años, existen otras áreas que han ido incluyéndose con el pasar de los años, tales como la enseñanza en línea, y el "assessment". Según destaca la literatura, el adiestramiento en estrategias de enseñanza ha sido mayormente enfocado en teoría e investigación acerca del proceso de enseñanza-aprendizaje (Wilkerson & Irby, 1998) y debe entenderse en sus dos vertientes: el arte y la ciencia de enseñar. Éste debe fundamentarse en evidencia empírica de cómo el docente transmite la enseñanza y cómo el estudiante aprende (Randall, 2008).

Así como las industrias se han beneficiado de los avances tecnológicos que han tenido lugar en el Siglo XXI, la educación debe y los programas de desarrollo de facultad deben

repensarse para sacar el máximo provecho de estos. Particularmente cuando se toma en consideración que el estudiante de hoy día está acostumbrado a hacer múltiples tareas al mismo tiempo, está conectado a la red constantemente y está acostumbrado a seguir un ritmo muy rápido donde los estímulos y gratificación son constantes e instantáneos (Randall, 2008). Esto presenta un reto para la educación tradicional, creando a su vez la necesidad de adiestramiento a la facultad en métodos alternos de enseñanza que integren las tecnologías emergentes (e.g., educación en línea, simulaciones, etc.) (Díaz et. al., 2009).

En términos de prácticas más comunes, Wesley (2005) realizó un estudio con 78 instituciones de educación superior en Texas. En el mismo, Wesley encontró que los temas más comúnmente atendidos en los programas de desarrollo de facultad están relacionados con el desarrollo de las áreas de contenido, uso de nuevas tecnologías, aplicaciones curriculares, integración curricular, uso de estrategias de enseñanza efectivas, apreciación a la diversidad estudiantil y sus necesidades, uso de la investigación en la enseñanza, e integración de la tecnología y telecomunicaciones en la instrucción. Los datos presentados por Wesley son cónsonos con los hallazgos publicados por HERI (2013-2014) acerca de la encuesta a la facultad.

La encuesta a la facultad de HERI (2013-2014) es realizada por el Instituto de Investigación en la Educación Superior y cuenta con la participación de más de 1,000 instituciones de los Estados Unidos. Según demuestran los resultados de esta encuesta, alguna forma de integración de la tecnología en el proceso educativo (mediante foros, videos y simulaciones) en un componente común entre muchos docentes. Sin embargo, aproximadamente la mitad de éstos no las usa óptimamente ya que sólo utilizan algunas de las herramientas disponibles. Lo que es peor, la mayoría de los docentes que sometieron el cuestionario informaron que es mediante conferencias que llevan la mayor parte del proceso de enseñanza.

Esto coincide con los hallazgos obtenidos en el estudio de necesidades realizado entre la Facultad de la UPR Carolina (ver la sección de resultados para más detalles).

Resultados de la Encuesta a la Facultad

En octubre 2014 se sometió a los docentes de la UPR Carolina el Cuestionario de Necesidades para Desarrollo de Facultad. La invitación a participar se hizo llegar por conducto de la Decana Académica y de los directores académicos a cada miembro docente de la Institución. El cuestionario obtuvo una tasa de respuesta de

Perfil

El perfil de la Facultad que completó el cuestionario consiste mayormente de profesores a contrato (59%), con rango académico de instructor (50%). Según informado por la facultad de la UPRCA que participó en el estudio, el nivel de curso que enseñan más comúnmente es el 3000 (41%), lo que indica que en su mayoría son cursos que los estudiantes toman en sus primeros dos años de estudio. El 23% de la facultad mencionó que con frecuencia enseña cursos de distintos niveles (Figura 1).

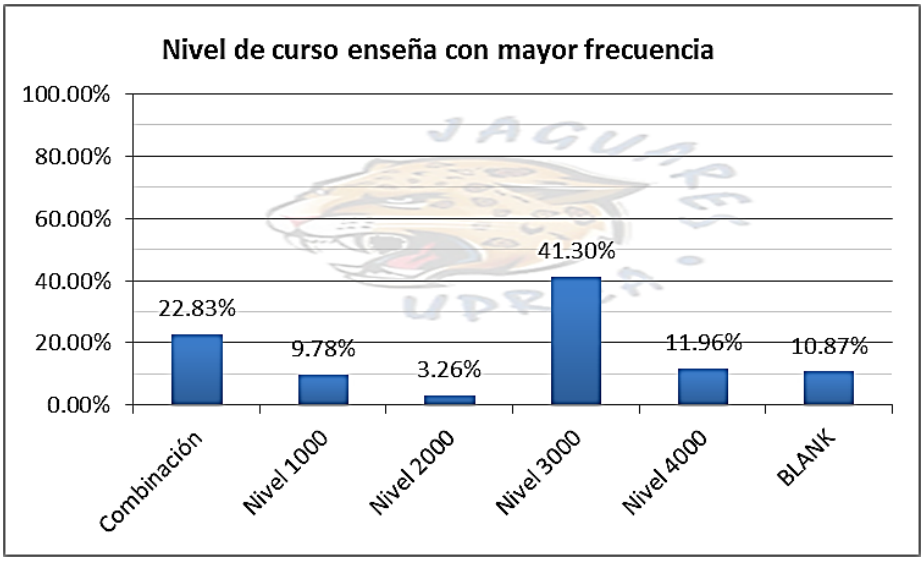

Figura 1. Nivel de curso que enseña con mayor frecuencia

Esta pregunta exploró la variedad en la oferta académica, en términos de tipo y modalidad de cursos. Esto es importante para determinar las áreas de capacitación en las que se podría dar mayor énfasis. Los tipos de curso más comunes entre la Facultad durante ese término académico fueron los seminarios o cursos de primer año (42% ofreció cursos o seminarios de primer año) y los cursos interdisciplinarios (26%) (Figura 2).

Por otro lado, entre la oferta más limitada durante ese cuatrimestre están los cursos con modalidad a distancia o híbrida. Sólo el 4% de los profesores indicó estar ofreciendo un curso híbrido, mientras que sólo el 1% informó ofrecer un curso completamente a distancia.

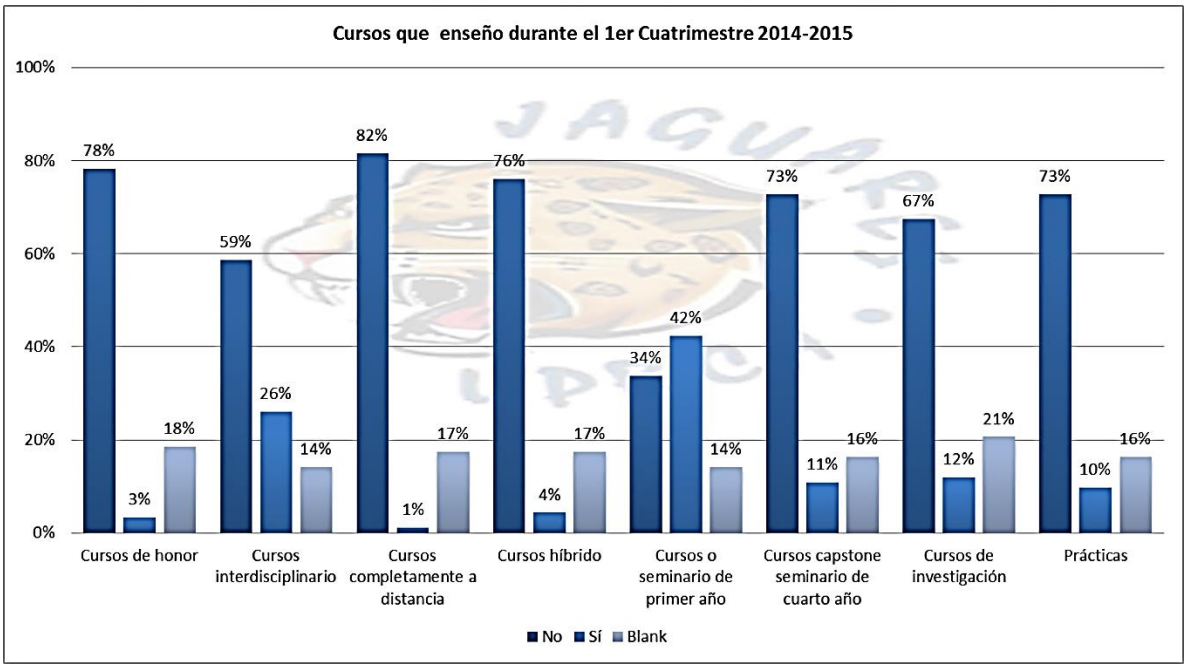

Figura 2. Cursos que enseñaba durante el primer cuatrimestre 2014-2015

La encuesta logró participación de la mayoría de los departamentos académicos, siendo los departamentos de servicio los que sometieron la mayor cantidad de cuestionarios. Una cuarta parte de los cuestionarios sometidos provienen del departamento de Inglés (*n* = 23). Otro departamento que logró gran representación fue el departamento de administración de empresas que cuyos cuestionarios representan el 17% (*n* = 16). El departamento que menor participación tuvo fue Tecnologías en Ingeniería (1%), aunque al considerar la cantidad de docentes en el mismo, este número representa aproximadamente un 20% (Ver figura 5).

En términos de rango académico, el 50% (*n* = 46) de los participantes indicó ser instructor, mientras que el 24% (*n* = 22) cuenta con rango de catedrático auxiliar. Los catedráticos y los catedráticos asociados representaron un 25% (*n* = 23) de los participantes (Figura 3). La mayor tasa de participación se obtuvo de profesores por contrato (59%; *n* = 54) (Ver figura 4).

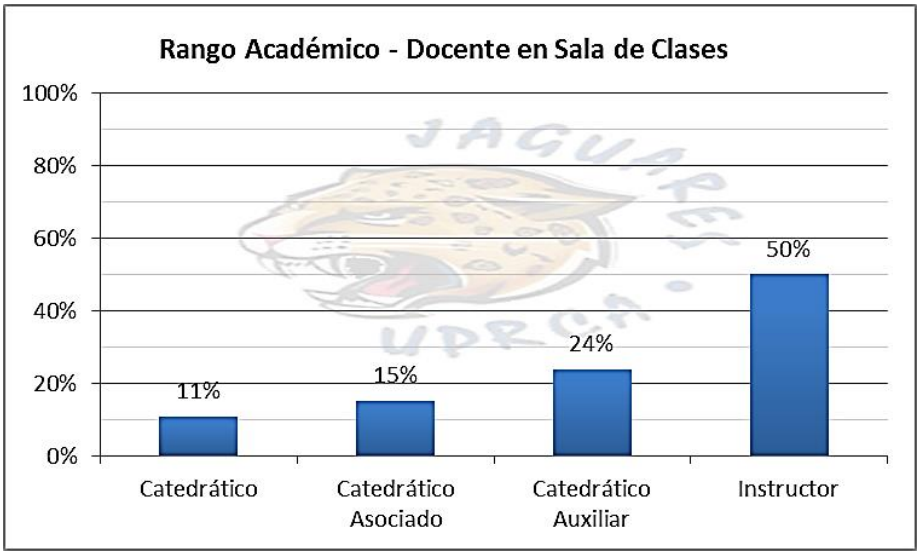

Figura 3. Rango académico

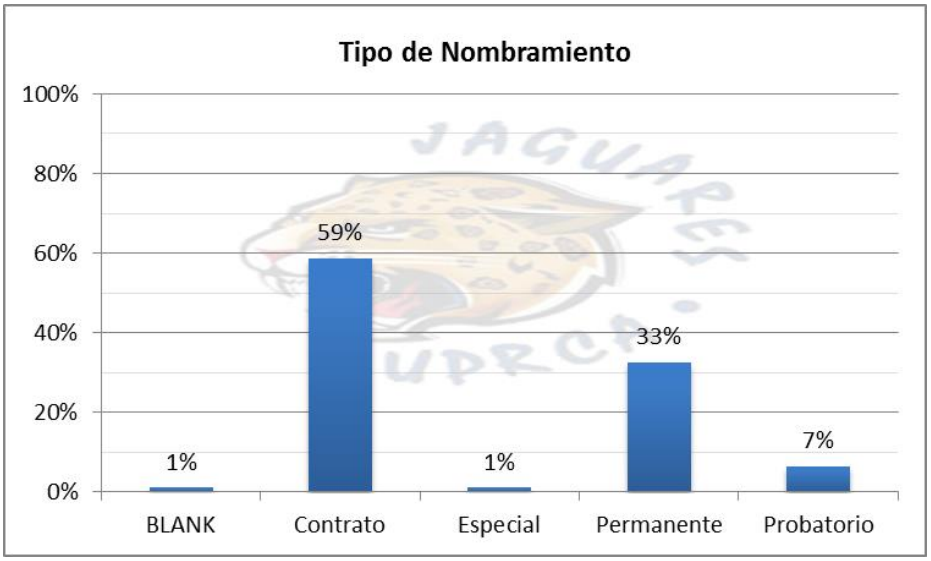

Figura 4. Tipo de nombramiento

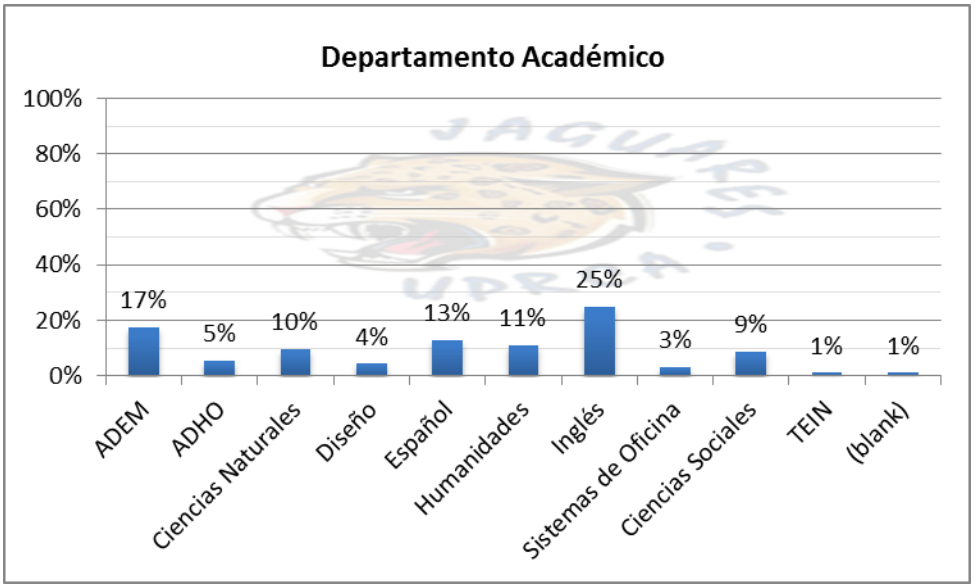

Figura 5. Departamento académico

Enseñanza

El inventario de necesidades a la facultad recopila múltiple información relacionada al proceso de enseñanza. En particular, se analizan seis componentes: (a) Prácticas actuales, (b) Planificación de la enseñanza, (c) Estrategias de enseñanza, (d) Educación a Distancia, (e) Avalúo y (f) Evaluación.

En términos de prácticas actuales, cabe señalar que la Facultad no reporta diversidad de preparaciones, es decir, los datos no muestran que el profesorado se involucre en la enseñanza de distintos tipos de curso. La mayoría de los docentes, no ha dictado un curso de honor, completamente a distancia, híbrido, "capstone" o de investigación en los últimos tres años (ver figuras 6-12).

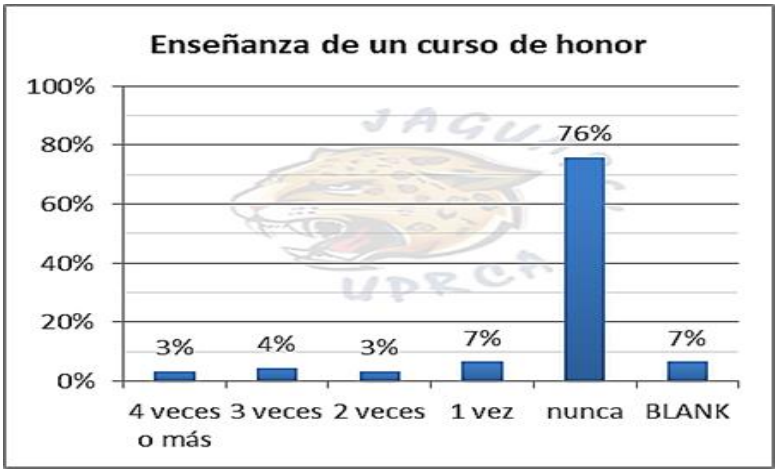

Figura 6. Enseñanza de un curso de honor

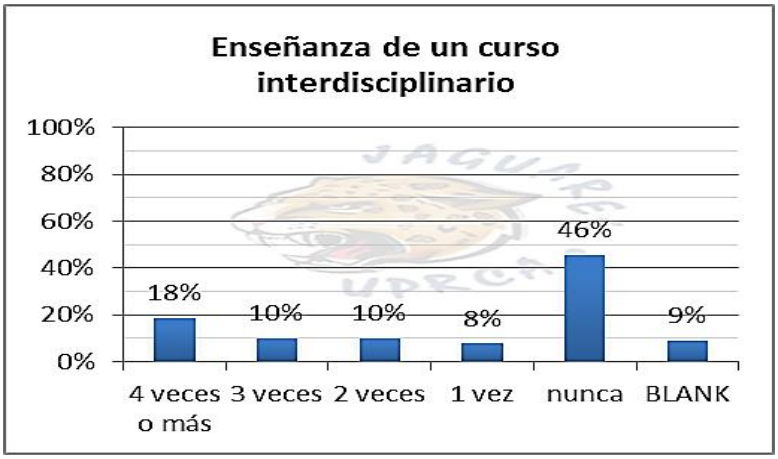

Figura 7. Enseñanza de un curso interdisciplinario



Figura 8. Enseñanza de un curso completamente a distancia

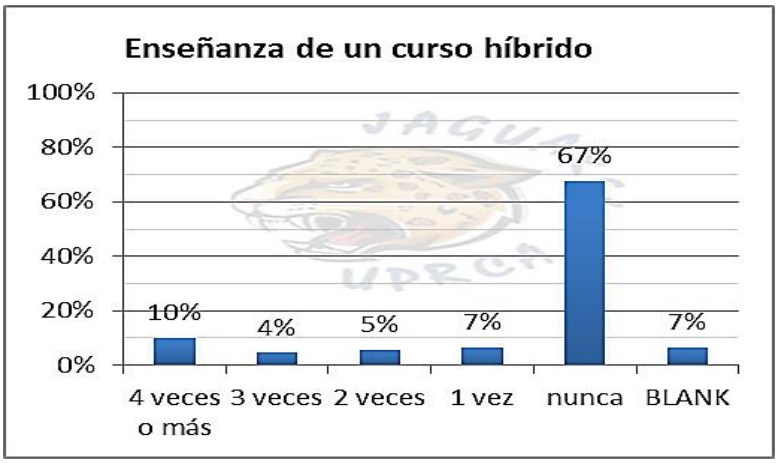

Figura 9. Enseñanza de un curso híbrido

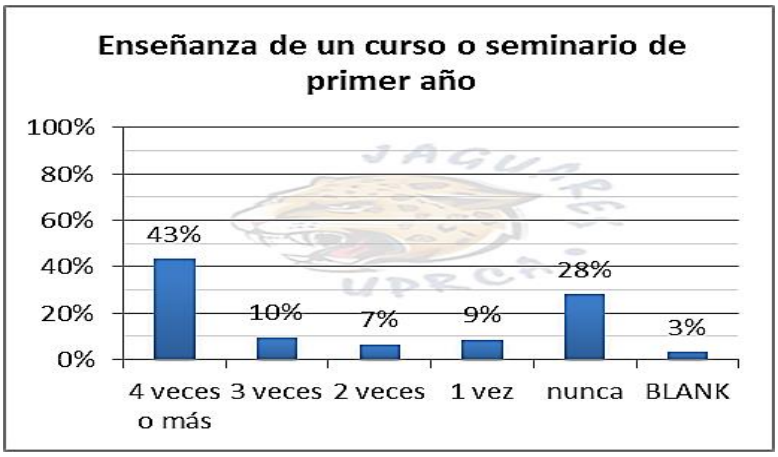

Figura 10. Enseñanza de un curso o seminario de primer año

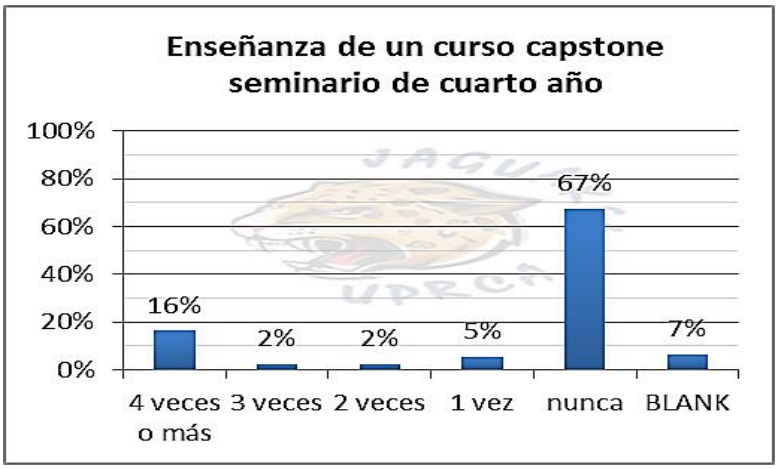

Figura 11. Enseñanza de un curso *capstone* o seminario de cuarto año



Figura 12. Enseñanza de un curso de invetigación

Planificación y Administración de Cursos

Otro aspecto explorado en este cuestionario fue la planificación y administración de los cursos. En el proceso de planificación, el 78% (*n* = 72) de los docentes indicó dedicar tres horas o más a la calificación de trabajos de los estudiantes. Cabe destacar que la calificación de trabajos de estudiantes es una de las tareas que más tiempo le consume a la Facultad; el 20% (*n* = 18) de los participantes indicó que éstos dedican 7 horas o más a la semana a esta tarea (Figura 13).

Por otro lado, la tarea que más tiempo consume es la preparación de los cursos y actividades relacionadas. Al respecto, el 56% (*n* = 52) de los participantes informó dedicarle 6 horas o más a esta tarea (Figura 14); la misma es percibida por el 97% (*n* = 89) de los participantes como una de importancia (Figura 15).



Figura 13. Horas dedicadas a la calificación de trabajos de los estudiantes



Figura 14. Horas dedicadas a la preparación de cursos y tareas relacionadas

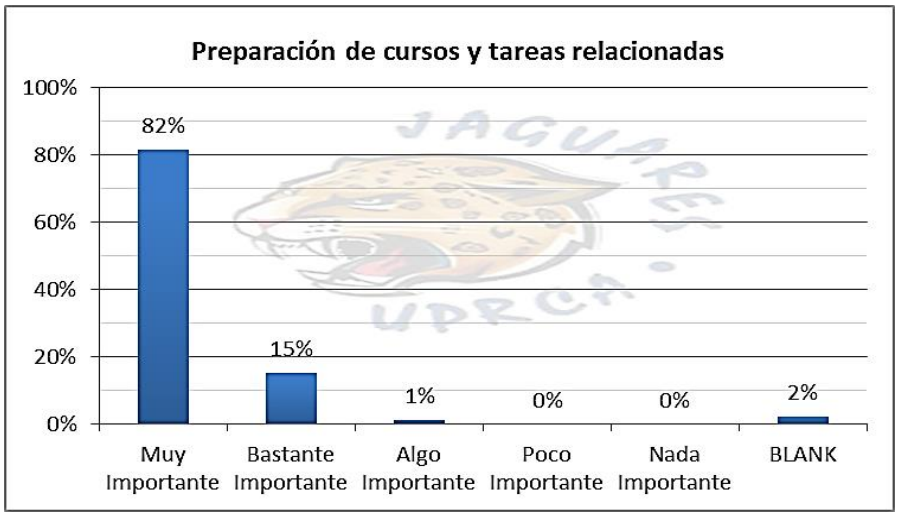

Figura 15. Importancia percibida sobre la preparación de cursos y tareas relacionadas

Planificación de la Enseñanza

Otro aspecto explorado en este cuestionario es la importancia y necesidad percibida por los docentes con relación a la planificación de la enseñanza. La planificación de la enseñanza se operacionalizó en este cuestionario a través de los siguientes: (a) Creación de cursos nuevos, (b) Diseño y revisión de prontuarios, (c) Redacción de objetivos de aprendizaje, (d) Alineamiento temático, (e) Desarrollo de cursos en línea, (f) y (g) Diseño de experiencias de aprendizaje. La figura 16 muestra el promedio de la importancia y necesidad percibida, usando una escala de 5 puntos, donde el 5 representa el mayor nivel de importancia.

Según lo reportado por los docentes, el promedio de necesidad para cada una de estas áreas es menor a la importancia promedio. Sin embargo, los datos fueron consistentes en demostrar que la facultad reconoce su necesidad de desarrollo en cada una de estas áreas, particularmente, en la creación de cursos nuevos y desarrollo de cursos a distancia e híbridos. Las áreas en las que se indicó menor necesidad fueron la redacción de objetivos de aprendizaje y el alineamiento temático. Una de las razones que podrían explicar la menor necesidad en esta área sería la participación de los docentes en alguno de los dos ciclos de avalúo que se ofrecieron en la UPRCA el pasado año.

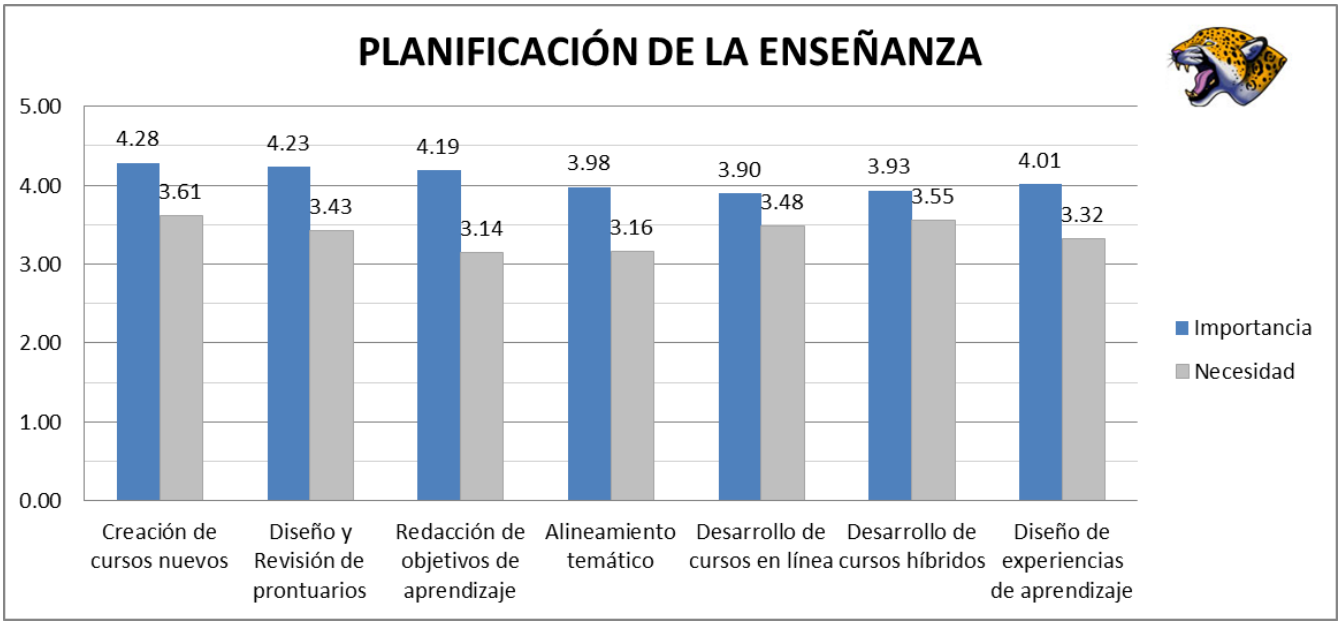

Figura 16. Planificación de la Enseñanza

Coordinación de Cursos

La coordinación de cursos es otro aspecto importante en la labor docente. Esto es una forma de justicia para el estudiantado, ya que el material a enseñar en el curso no será a discreción del docente, sino que independientemente con quien el estudiante tome el curso, se espera que todos alcancen los mismos resultados esperados del aprendizaje. Al respecto, el 78% (*n* = 72) de los docentes describe la coordinación de cursos como una actividad muy o bastante importante (Figura 17).

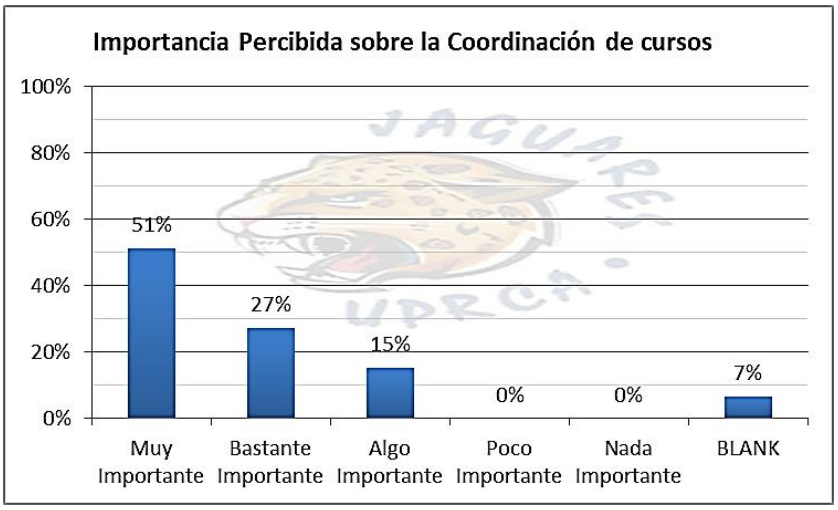

Figura 17. Importancia percibida sobre la coordinación de cursos

La tabla 1 muestra los detalles sobre el promedio de horas que la Facultad dedica a la coordinación de cursos. A pesar de que la mayoría de los participantes describe este proceso como uno importante, éstos dedican un promedio de 2.75 horas a la semana a actividades relacionadas a la coordinación de cursos.

Tabla 1. Promedio de horas semanales dedicadas a la Coordinación de cursos.

Horas	*f*	%
0	25	27%
1	3	3%
2	13	14%
3	9	10%
4	14	15%
5	8	9%
6	5	5%
7	7	8%
BLANK	8	9%
	92	100%

Estrategias de Enseñanza

Con el fin de identificar las áreas de desarrollo, este cuestionario explora la frecuencia de uso de distintas estrategias de enseñanza. La estrategia más utilizada es la conferencia, la cual es utilizada por el 68% (*n* = X) de los docentes siempre o casi siempre. La segunda estrategia más utilizada lo es el debate en clase, la cual es utilizada por el 63% (*n* = 58) del profesorado siempre o casi siempre. Otras estrategias que algunos docentes utilizan siempre o casi siempre lo son las demostraciones, el aprendizaje por indagación y el aprendizaje cooperativo (55%, 50% y 48%, respectivamente). Por otro lado, las estrategias utilizadas nunca o casi nunca por los docentes en la sala de clase los son el servicio a la comunidad (63%, *n* = 58), múltiples borradores de un trabajo escrito (27%, *n* = 25) y las experiencias prácticas o de campo (25%, *n* = 23). Las figuras 18-26 presentan los resultados obtenidos para cada una de ellas.

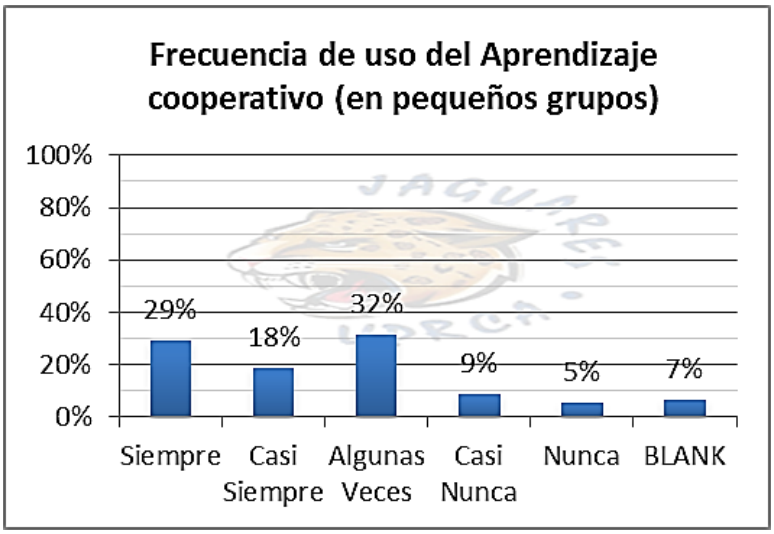

Figura 18. Frecuencia de uso del aprendizaje cooperativo

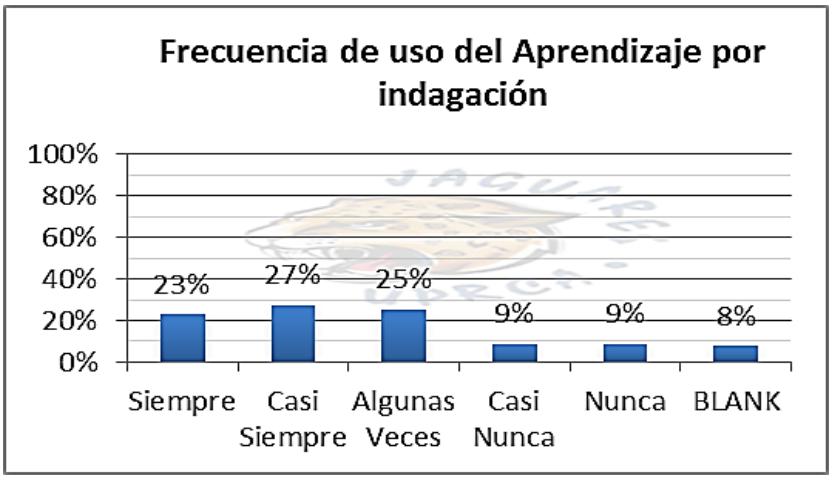

Figura 19. Frecuencia de uso del aprendizaje por indagación

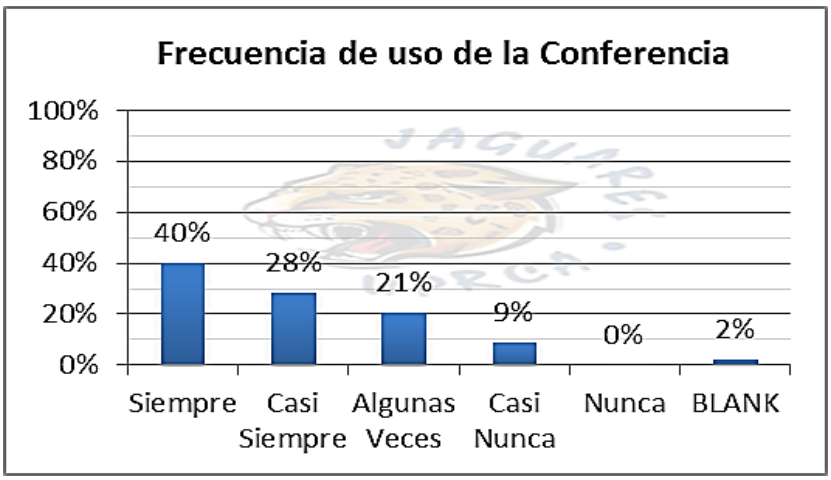

Figura 20. Frecuencia de uso de la Conferencia

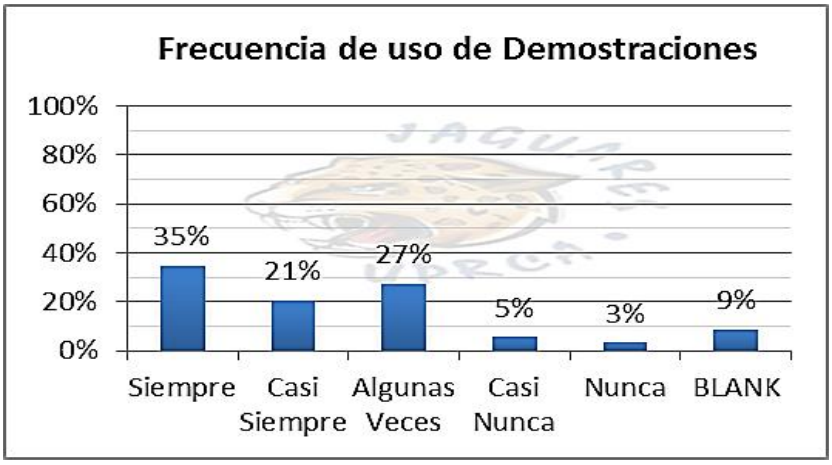

Figura 21. Frecuencia de uso de Demostraciones

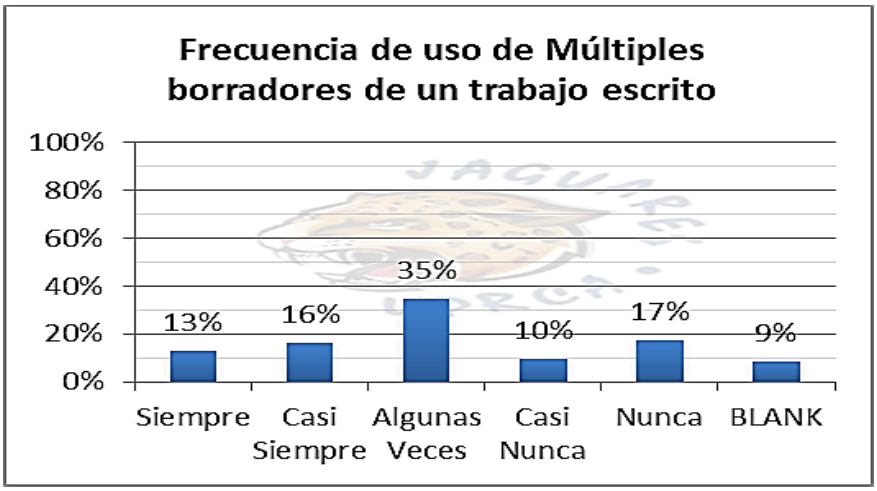

Figura 22. Frecuencia de uso de Múltiples borradores de un trabajo escrito

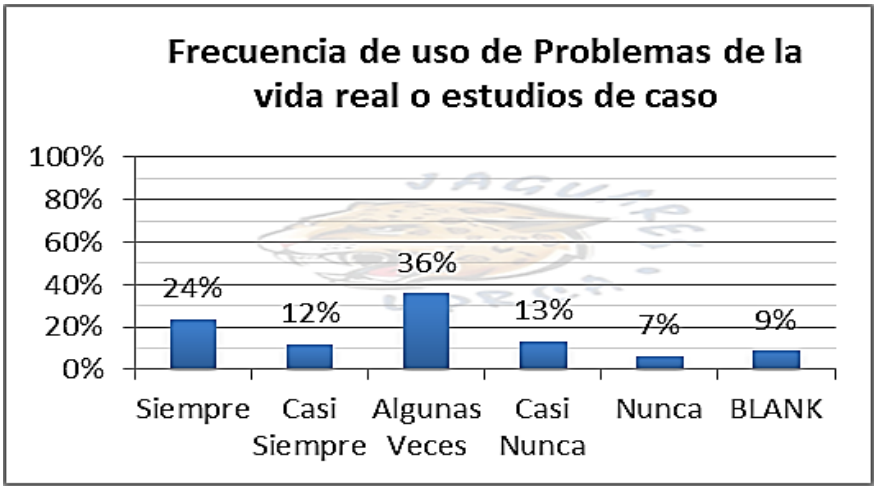

Figura 23. Frecuencia de uso de problemas de la vida real o estudios de caso

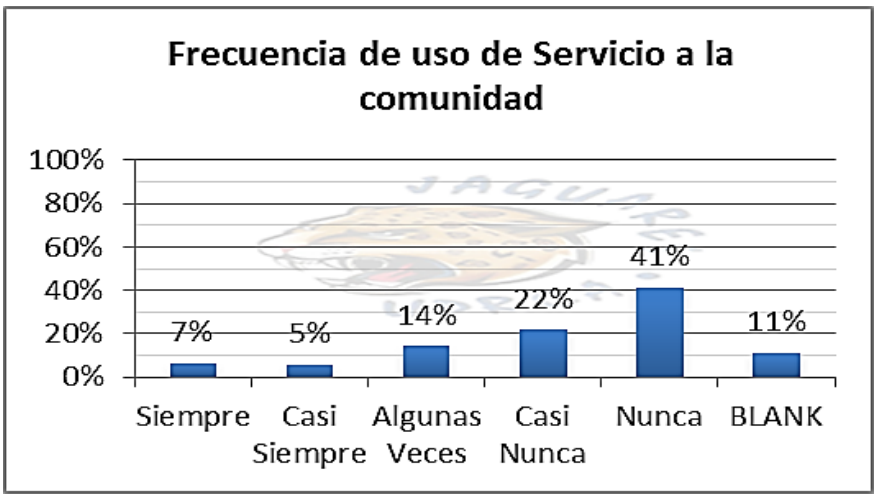

Figura 24. Frecuencia de uso de servicio a la comunidad

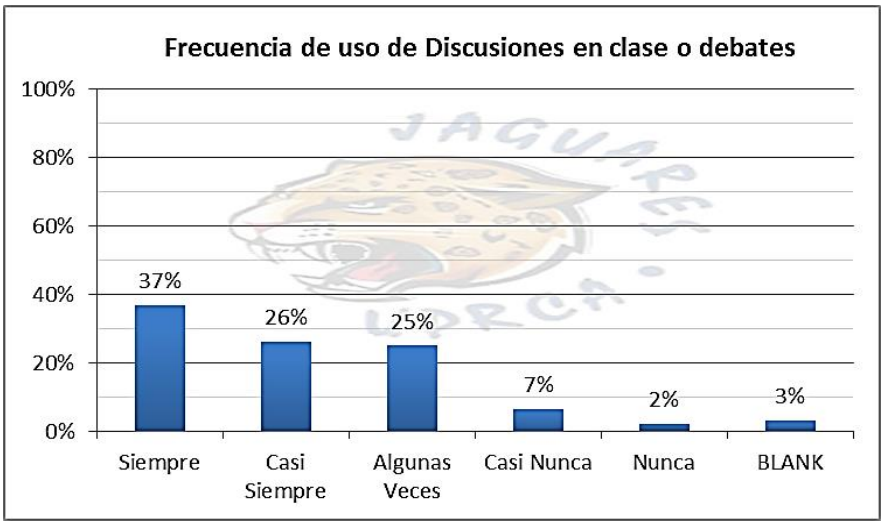

Figura 25. Frecuencia de uso de Discusiones en clase o debates



Figura 26. Frecuencia de uso de Experiencias prácticas o de campo

Educación a Distancia

La educación a distancia se ha convertido en una modalidad de educación muy importante en el siglo 21. Es a través de los cursos híbridos y los cursos en línea que las instituciones de educación superior han tenido la oportunidad de impactar una población mayor de estudiantes, que bajo otras circunstancias no hubiera tenido la oportunidad de tener una

profesión. A la misma vez, la educación a distancia y los cursos híbridos han abierto un abanico de posibilidades a las instituciones universitarias para reclutar una población más diversa y reducir costos operacionales.

Al auscultar el estatus de la educación a distancia y los cursos híbridos en la UPRCA, se encontró que el 76% (*n* = 70) de la Facultad no ha ofrecido un curso completamente a distancia en los últimos dos años (Figura 27) y que el 67% (*n* = 62) no ha ofrecido un curso híbrido en el mismo periodo de tiempo (Figura 28).



Figura 27. Enseñanza de un curso completamente a distancia



Figura 28. Enseñanza de un curso híbrido

Específicamente, durante el primer cuatrimestre 2014-2015 el 82% de los docentes que participó en esta encuesta indicó que no estaba ofreciendo cursos completamente a distancia (Figura 29), mientras que el 76% indicó que no ofrecía cursos híbridos (Figura 30). Con respecto a la importancia de esta modalidad de enseñanza, se encontró que los docentes consideran que el desarrollo de cursos en línea y cursos híbridos tiene una importancia de cuatro o cinco puntos en una escala de cinco (66% y 62% respectivamente). Sin embargo, menos del 50% indicó tener necesidades altas en estas áreas (Tabla 2).

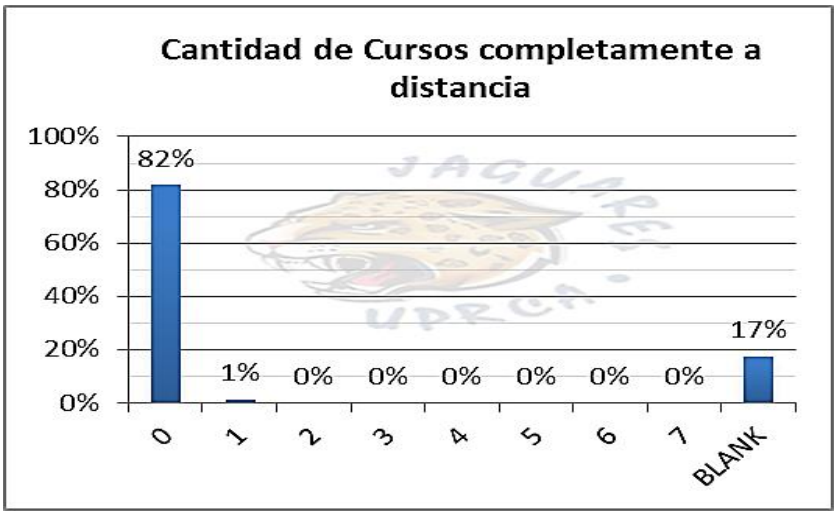

Figura 29. Cantidad de Cursos completamente a distancia

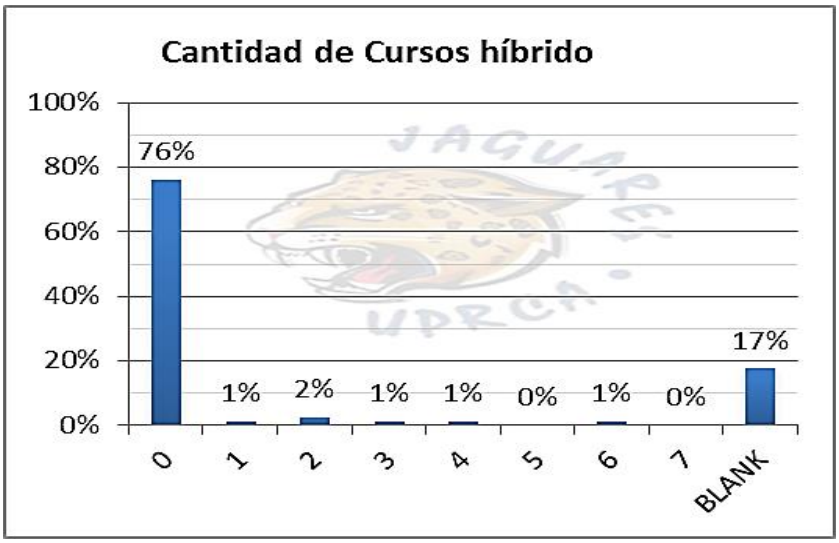

Figura 30. Cantidad de Cursos híbrido

Tabla 2. Importancia y nivel de necesidad en el desarrollo de cursos híbridos y en línea

Nivel de Importancia /Necesidad	Desarrollo de cursos en línea		Desarrollo de cursos híbridos	
	Importancia	Necesidad	Importancia	Necesidad
1	11%	18%	8%	12%
2	7%	5%	8%	11%
3	13%	17%	16%	20%
4	17%	12%	14%	11%
5	49%	37%	48%	37%
Blank	3%	10%	7%	10%
Total	100%	100%	100%	100%

Assessment

El avalúo es un proceso que resulta de gran importancia en las instituciones de educación superior. El avalúo realizado apropiadamente ayuda a garantizar el logro de las metas institucionales, por ende, tiene un impacto directo en la efectividad de la Institución. Para lograr dicho impacto, es sumamente importante que el avalúo tenga lugar en tres niveles: (a) Institucional, (b) de programa y (c) de curso. Los resultados obtenidos en este cuestionario proveen información valiosa sobre las percepciones del docente sobre este proceso. En términos de la importancia que atribuye el profesorado a este proceso se encontró que el 68% (n = 63) describe el mismo como uno muy importante, mientras que el 25% (n = 23)lo describe como bastante importante (Figura 31). Esto demuestra que la Facultad entiende la importancia del proceso de avalúo.

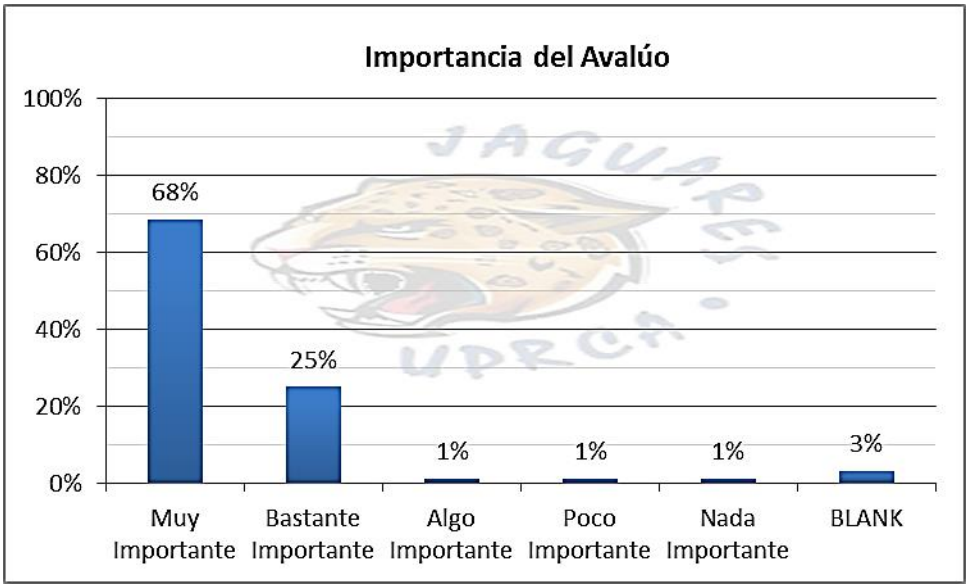

Figura 31. Importancia del avalúo

El cuestionario también exploró la percepción de la Facultad acerca de la importancia y su necesidad de conocimiento de los componentes principales del proceso de avalúo. Al respecto los datos muestran que el profesorado atribuye a todos los componentes del proceso una importancia mayor a 4.0, en una escala de cinco puntos, donde el cinco representa la mayor importancia. La toma de decisiones resaltó como el componente de mayor importancia, mientras que el diseño del avalúo fue señalado como el área de mayor necesidad por la mayoría de los participantes, donde el 66% (n = 61) indicó un nivel de necesidad de 5. En términos generales, los participantes indicaron tener necesidad de mayor conocimiento en cada uno de los componentes (Tabla 2). La figura 32 muestra la importancia y necesidad promedio para cada uno de los componentes del proceso de avalúo, según informado por los participantes.

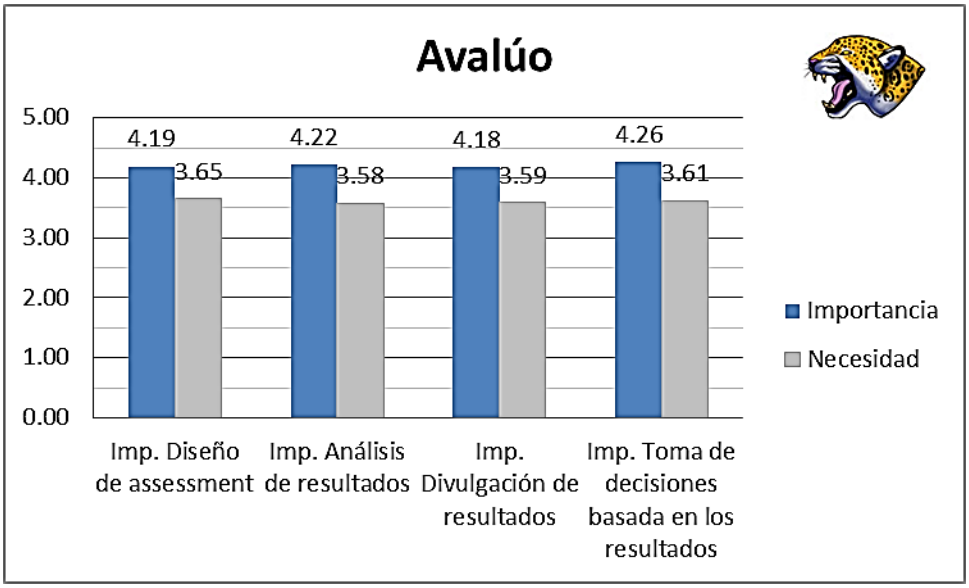

Figura 32. Importancia y necesidad percibida sobre varios componentes del proceso de avalúo

Evaluación

Otra tarea importante del docente es el uso de estrategias evaluativas. Esto resulta ser un aspecto clave ya que las mismas deben ser un proceso justo para el estudiantado y riguroso a la misma vez. Es a través de las evaluaciones que se determina el logro de las competencias esperadas del egresado; por tanto son la forma de garantizar la calidad de nuestro egresado.

Por tal motivo, el cuestionario exploró la importancia que los docentes atribuyen a tres aspectos relacionados al proceso evaluativo: (a) alineamiento, (b) construcción de preguntas y pruebas, (c) validez y evidencia de las propiedades psicométricas de las pruebas. Los resultados de la encuesta muestran que menos del 50% (n = 46)de los docentes atribuyen un nivel de importancia de 4 o 5 al alineamiento, construcción de preguntas y pruebas y la validez y evidencia de las propiedades psicométricas de las pruebas. Sin embargo, más del 50% de los docentes atribuyeron un alto nivel de necesidad (4 o 5) en cada una de estas áreas; particularmente, en la construcción de pruebas (70%, n = 64) (Tabla 3). La figura 33 muestra la

importancia y necesidad promedio atribuida por los docentes a varios componentes del proceso evaluativo.

Tabla 3. Importancia y necesidad con relación al proceso evaluativo

Nivel de Importancia /Necesidad	Alineamiento		Tipos de Preguntas y pruebas		Validez y Evidencia de Propiedades Psicométricas	
	Importancia	Necesidad	Importancia	Necesidad	Importancia	Necesidad
1	4%	10%	5%	14%	5%	5%
2	4%	12%	1%	7%	4%	8%
3	17%	25%	14%	21%	18%	23%
4	25%	21%	20%	21%	14%	15%
5	37%	22%	49%	27%	38%	30%
Blank	12%	11%	11%	11%	20%	18%
Total	100%	100%	100%	100%	100%	100%

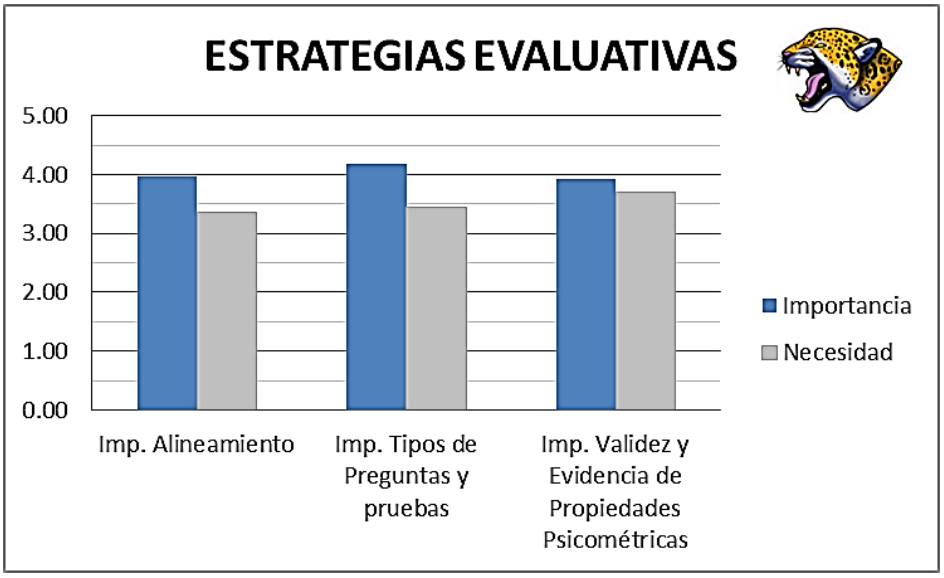

Figura 33. Importancia y necesidad promedio relacionadas con el proceso evaluativo

La encuesta de necesidades de desarrollo de la Facultad también auscultó la frecuencia de uso de diversas estrategias evaluativas, esto con el fin de identificar posibles áreas de desarrollo relacionadas a este tema. Al respecto se encontró que las estrategias utilizadas más frecuentemente por la mayoría de la Facultad lo son: (a) asignaciones semanales, (b) exámenes

con preguntas de respuestas breves, (c) proyectos de fin de curso y (d) Exámenes de selección múltiple (Tabla 4). Por otro lado, las estrategias evaluativas usadas con menos frecuencia entre los docentes lo son: (a) evaluaciones por pares, (b) propuestas de investigación, (c) pruebas cortas con insumo inmediato, (d) bibliografías anotadas, (e) reflexiones y (f) portafolios.

Tabla 4. Frecuencia de uso de varias estrategias de evaluación

Estrategia	***f***	**%**
Asignaciones semanales	59	64%
Exámenes con preguntas de respuestas breves	50	54%
Proyectos de fin de curso	50	54%
Exámenes de selección múltiple	50	54%
Presentaciones de los estudiantes	47	51%
Pruebas cortas	45	49%
Monografías o Ensayos	40	43%
Proyectos grupales	38	41%
Trabajos de investigación	35	38%
Exámenes tipo ensayo	34	37%
Portafolio	26	28%
Reflexiones o diarios reflexivos	22	24%
Bibliografía anotada	20	22%
Pruebas cortas electrónicas con insumo inmediato	20	22%
Propuesta de investigación	14	15%
Evaluaciones de trabajos de los estudiantes por pares	13	14%

A continuación las figuras 34-49 proveen más detalles sobre la frecuencia con la cual los docentes utilizan distintas estrategias evaluativas.

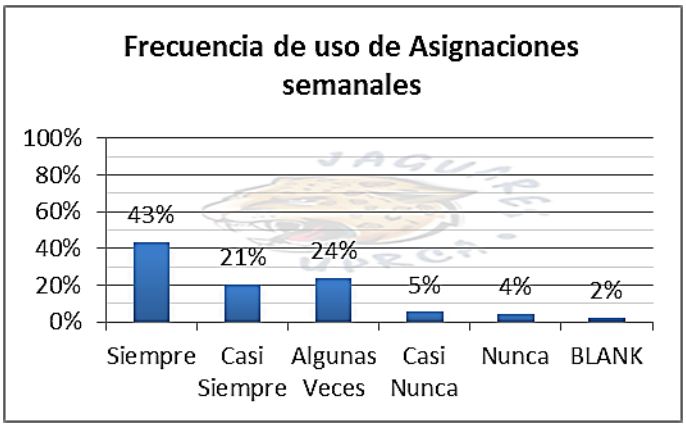

Figura 34. Frecuencia de uso de asignaciones semanales

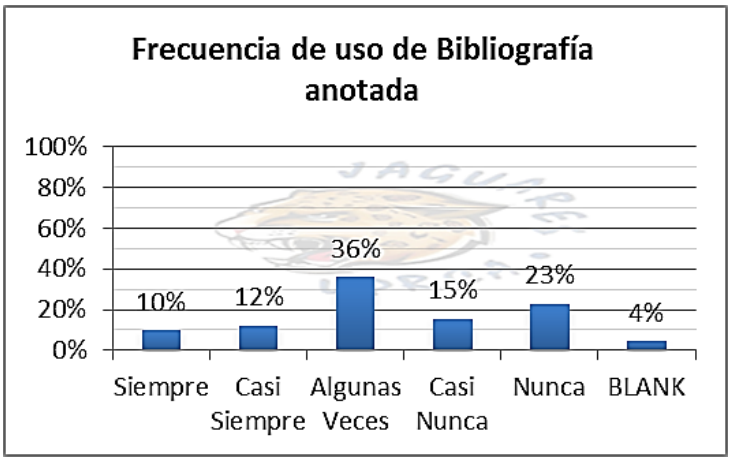

Figura 35. Frecuencia de uso de bibliografía anotada

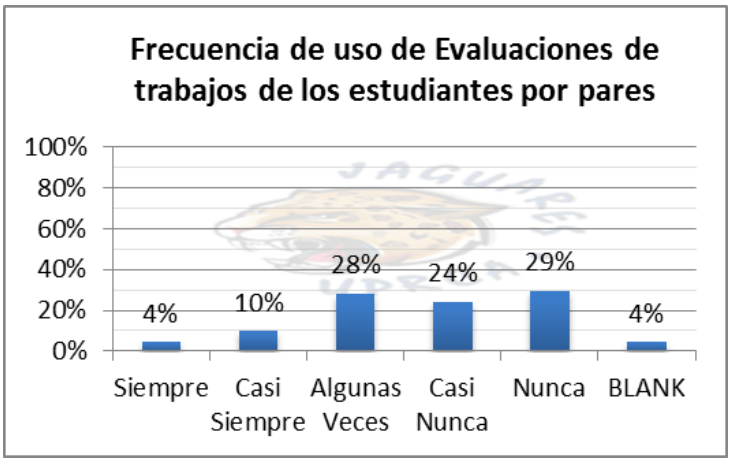

Figura 36. Frecuencia de uso de evaluaciones de trabajos de los estudiantes por pares

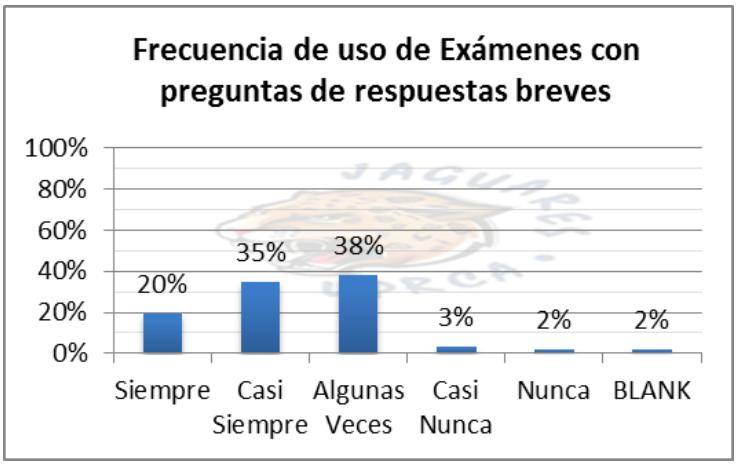

Figura 37. Frecuencia de uso de exámenes con preguntas de respuestas breves

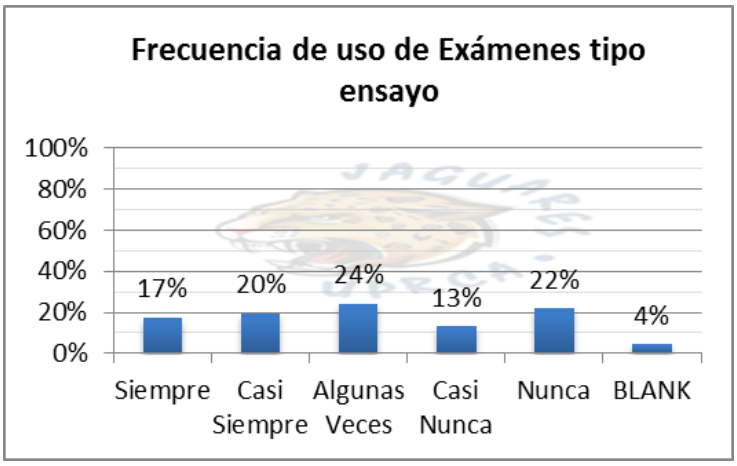

Figura 38. Frecuencia de uso de exámenes tipo ensayo

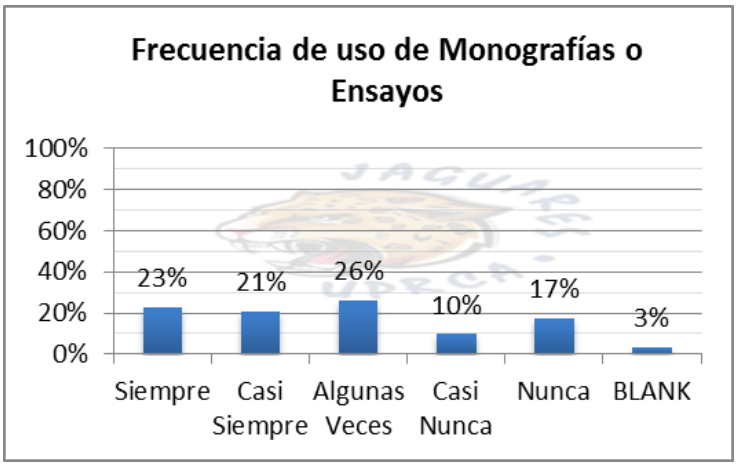

Figura 39. Frecuencia de uso de monografías o ensayos

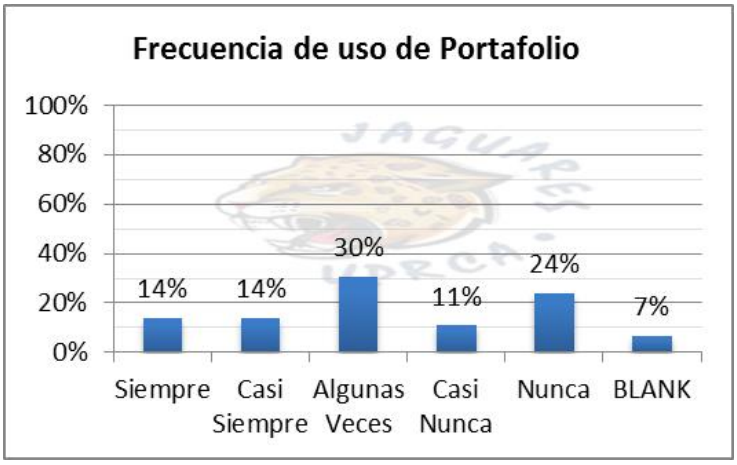

Figura 40. Frecuencia de uso de portafolio

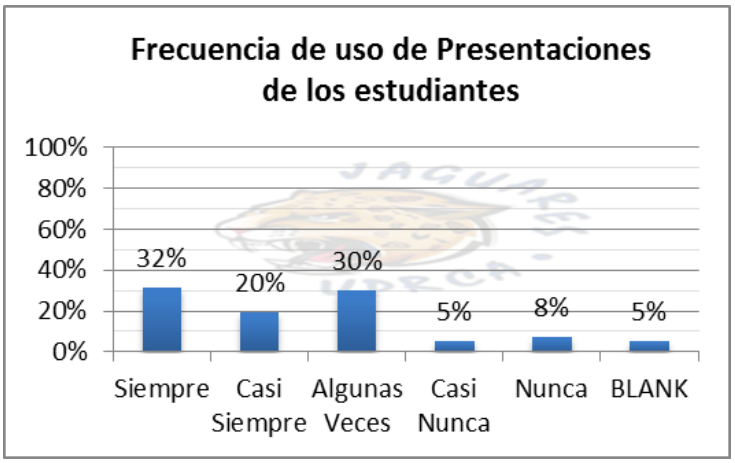

Figura 41. Frecuencia de uso de presentaciones de los estudiantes

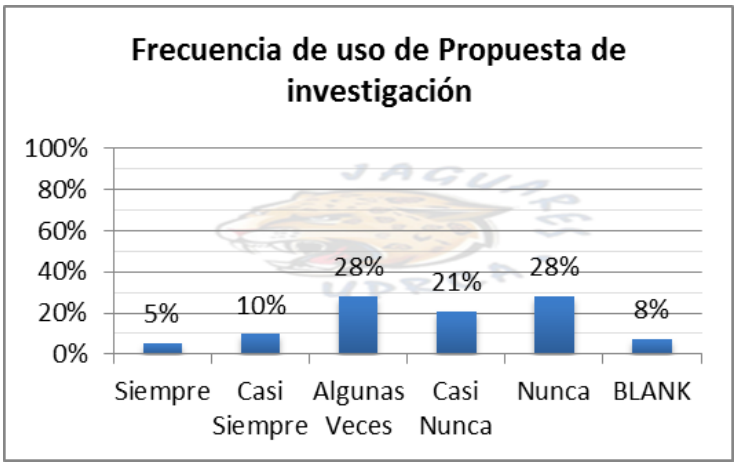

Figura 42. Frecuencia de uso de propuesta de investigación

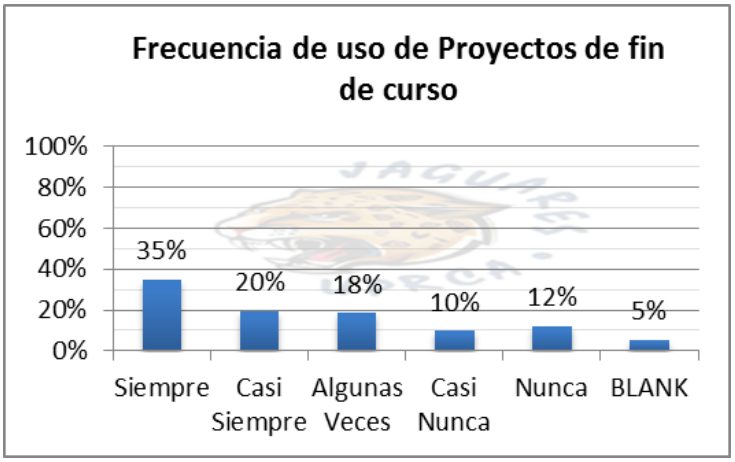

Figura 43. Frecuencia de uso de proyectos de fin de curso

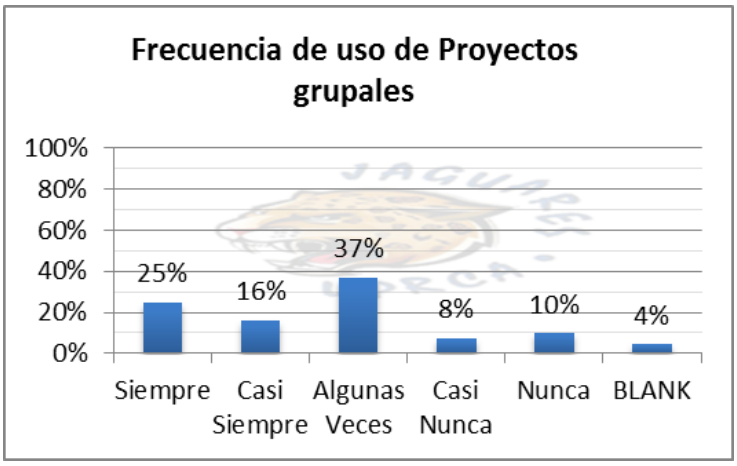

Figura 44. Frecuencia de uso de proyectos grupales

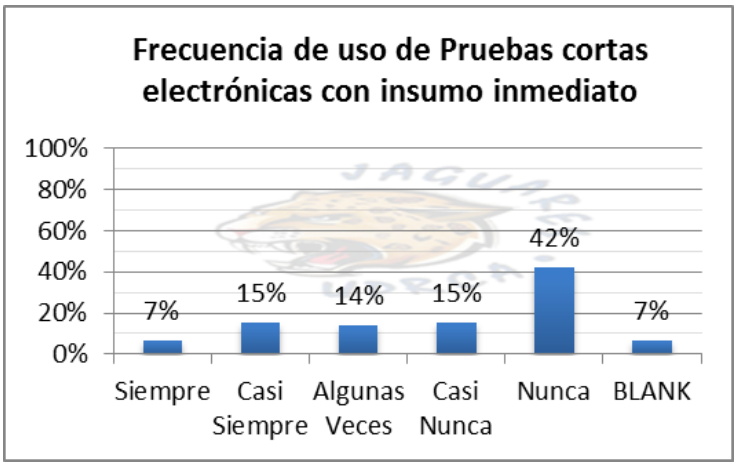

Figura 45. Frecuencia de uso de pruebas cortas electrónicas con insumo inmediato

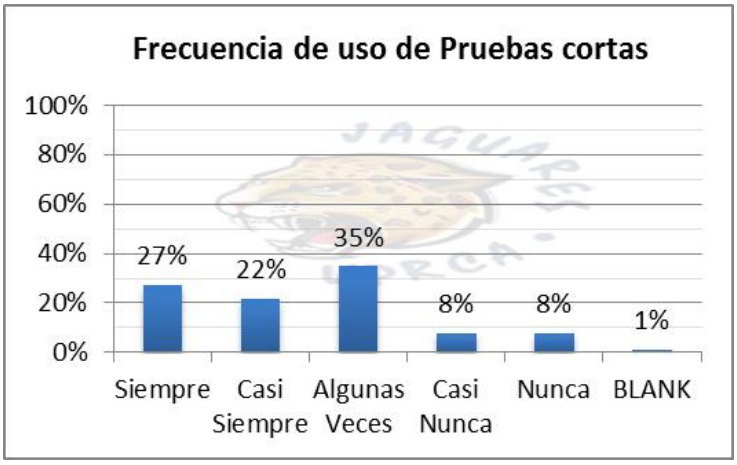

Figura 46. Frecuencia de uso de pruebas cortas

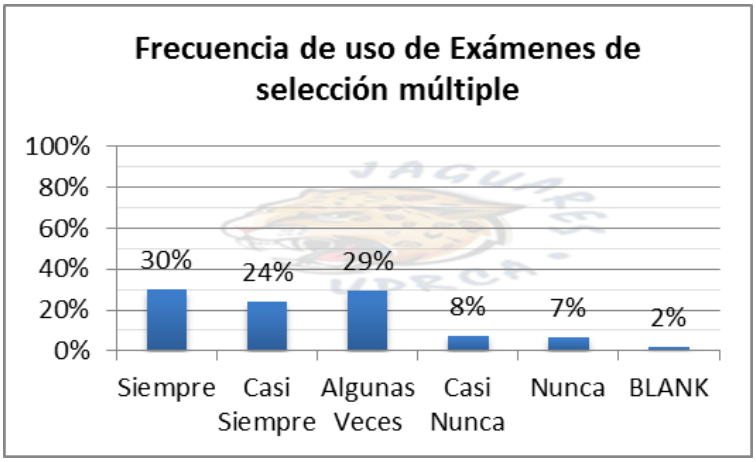

Figura 47. Frecuencia de uso de exámenes de selección múltiple

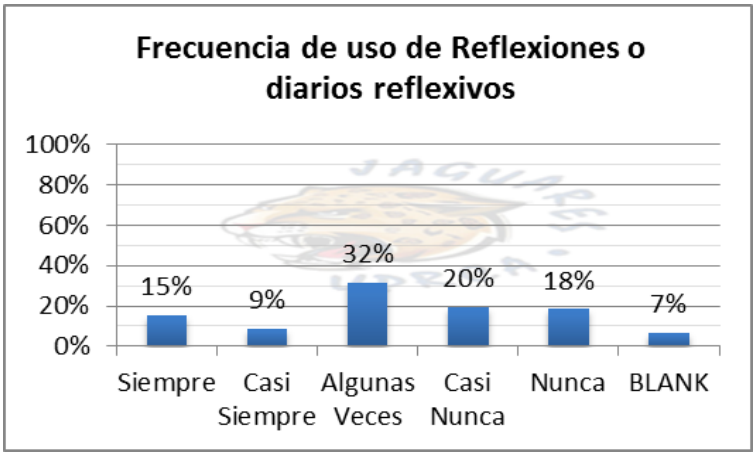

Figura 48. Frecuencia de uso de reflexiones o diarios reflexivos

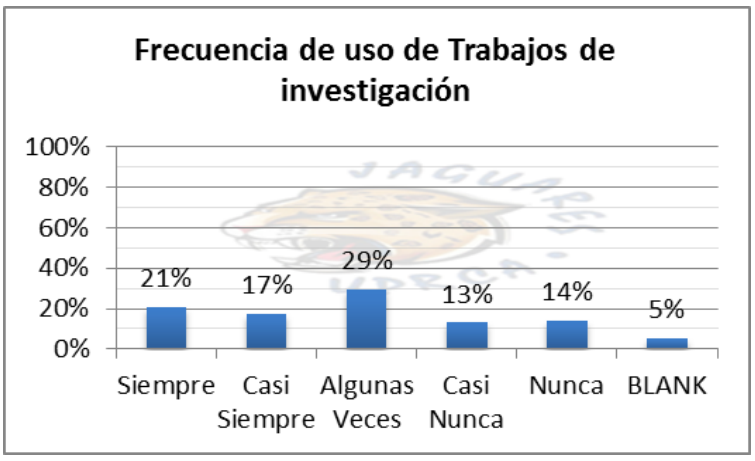

Figura 49. Frecuencia de uso de trabajos de investigación

Servicio

El servicio a la comunidad es otro componente importante de la misión institucional. Debido a su potencial de impactar un gran número de estudiantes y de atar las prácticas educativas al servicio comunitario, los docentes son una pieza clave en el logro de este componente de la misión. Al respecto, este cuestionario exploró diversas formas en el que la Facultad sirve a la comunidad universitaria, así como a la comunidad externa.

Servicios a la comunidad externa

Los servicios a la comunidad externa se clasificaron en tres grupos: (a) otras instituciones de educación superior, (b) asociaciones profesionales, (c) comunidad general. En cuanto a los servicios a otras instituciones de educación superior, el 36% (*n* = 33) indicó haber servido como recurso para éstas en cuatro ocasiones o más en los pasados dos años. Sin embargo, el 26% informó que no sirvió como recurso en ningún momento durante ese periodo de tiempo (Figura 50).

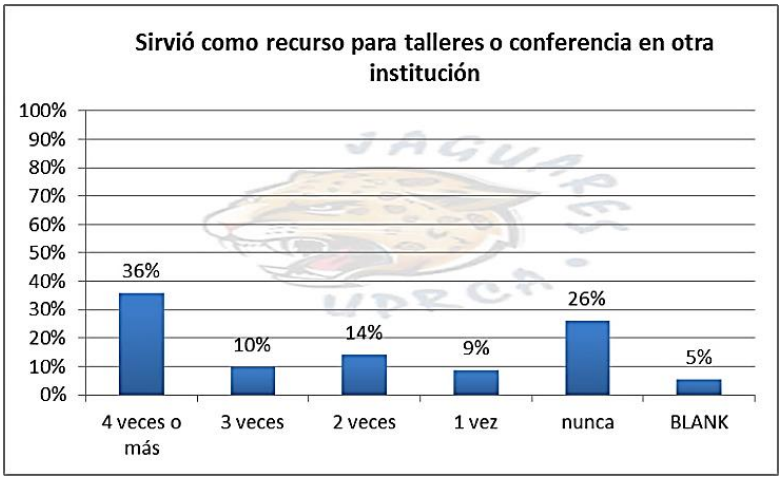

Figura 50. Porcentaje de la Facultad y veces en las que sirvió como recurso para talleres o conferencias en otra institución

Los datos de este cuestionario también reflejan que nuestra Facultad se ha involucrado poco con las asociaciones profesionales en los últimos dos años. Según reportado por los participantes, el 39% (*n* = 36) no fue recurso para asociaciones profesionales durante este periodo de tiempo (Figura 51).

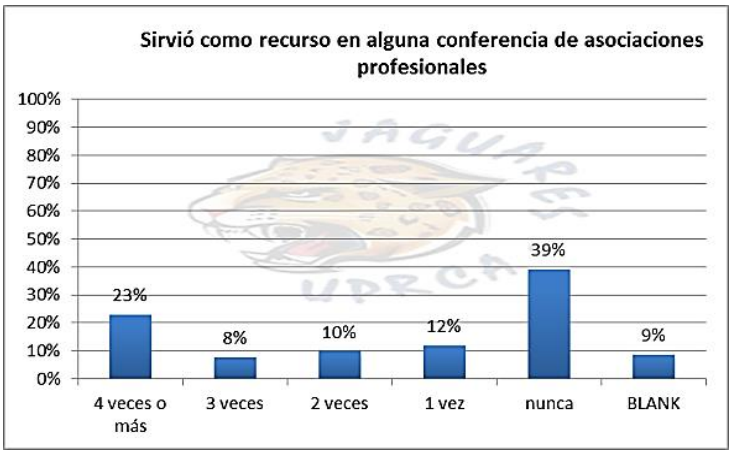

Figura 51. Porcentaje de la Facultad y veces en las que sirvió como recurso en alguna conferencia de asociaciones profesionales

En términos de servicios a la comunidad en general, el 73% (*n* = 67) indicó que consideran estos vínculos bastantes o muy importantes (Figura 52). Sin embargo, el 55% (*n* = 51) informó que no dedica horas semanalmente a este tipo de servicios, mientras que el 20% (*n* = 18) dedica entre una y dos horas a la semana, en promedio (Figura 53).

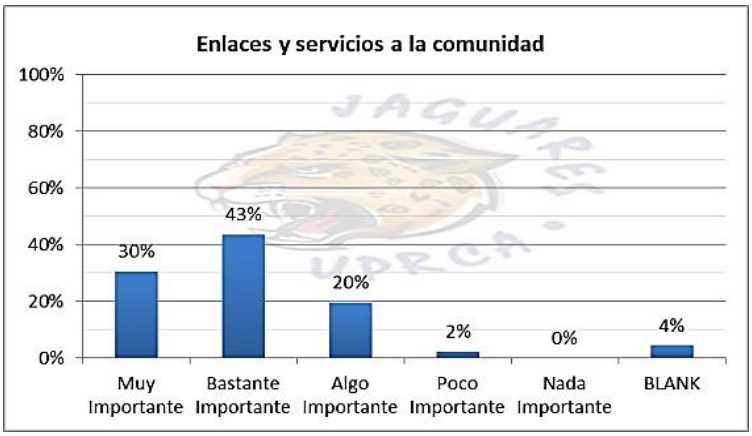

Figura 52. Importancia de los enlaces y servicios a la comunidad

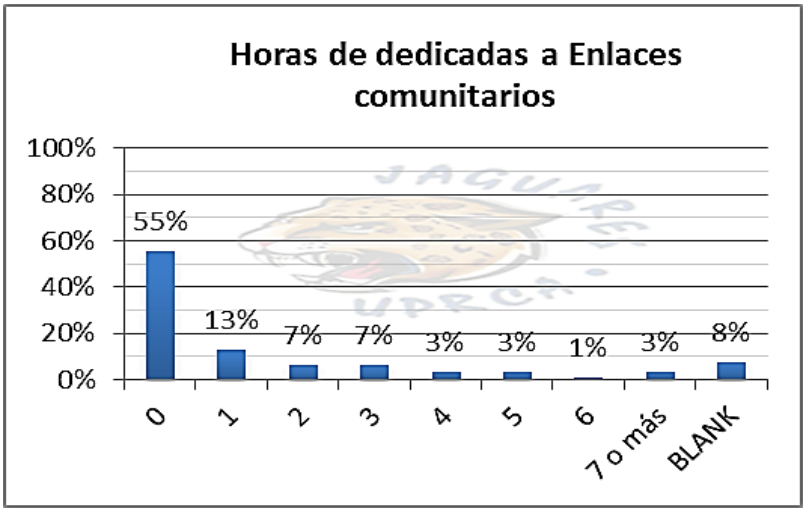

Figura 53. Horas dedicadas a enlaces comunitarios

Servicios a la comunidad universitaria

En términos de los servicios de la Facultad a la comunidad universitaria se encontró que la mitad de los docentes no ha servido como recurso para talleres en la UPRCA en los últimos dos años. Sólo el 18% de los participantes (*n* = 17) indicó que en dicho periodo de tiempo han servido como recursos para talleres cuatro veces o más (Figura 54).

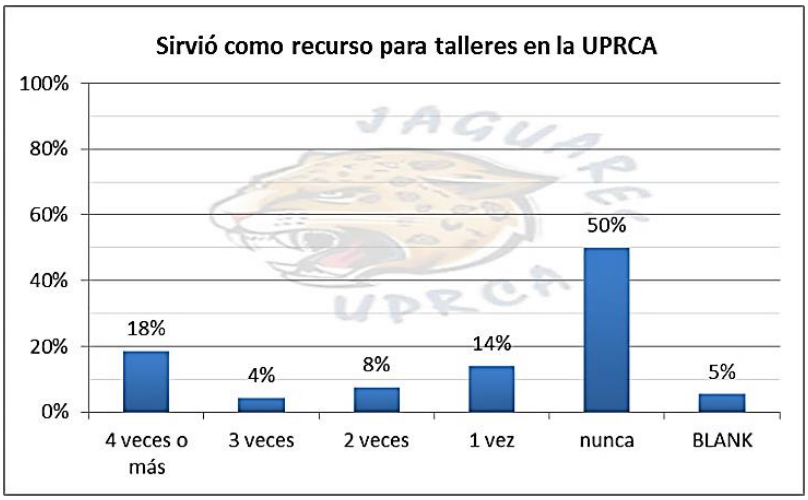

Figura 54. Porcentaje de la Facultad y veces en las que sirvió como recurso en talleres en la UPRCA

En los pasados dos años, la mayoría de la Facultad se ha involucrado en diversas actividades de servicio (68.48%; *n* = 63). La más común de estas actividades es la asesoría académica en la cual el 52.17% reportó haber participado (*n* = 48). También cabe señalar que un porcentaje considerable de la Facultad se involucró en la coordinación de organizaciones estudiantiles (34.78%; *n* = 32). La tabla 5, provee más detalles sobre las actividades de servicio en la que la Facultad de UPRCA se ha involucrado en los pasados tres años.

Tabla 5. Servicios de los Docentes

Actividades	***f***	**%**
Asesoría Académica	48	52.17%
Coordinador Organizaciones Estudiantiles	32	34.78%
Mentoría a Nuevos Miembros de la Facultad	22	23.91%
Coordinador de Asociaciones Profesionales	19	20.65%
Servicios Comunitarios	16	17.39%
BLANK	29	31.52%

Investigación

La contribución de nuevos conocimientos es un aspecto fundamental en la carrera profesional del Docente; por tal motivo las universidades son vistas por la comunidad como los centros donde nace el conocimiento, y en muchas ocasiones, los centros donde se depositan las esperanzas de encontrar curas y desarrollar nuevos procesos que contribuyan al bienestar general del país. Esta actividad investigativa también contribuye buena reputación a la Institución y se traduce en una fuente de ingresos para la misma mediante la creación de patentes y otros servicios. A continuación, esta sección del informe discute el estatus de la actividad investigativa, según reportado por los participantes de esta encuesta.

Investigación Docente

Los resultados de este estudio demuestran que existe consenso entre la Facultad acerca de la importancia de la investigación. El 94% de los participantes (*n* = 86) indicó que la investigación es bastante o muy importante (Figura 55).

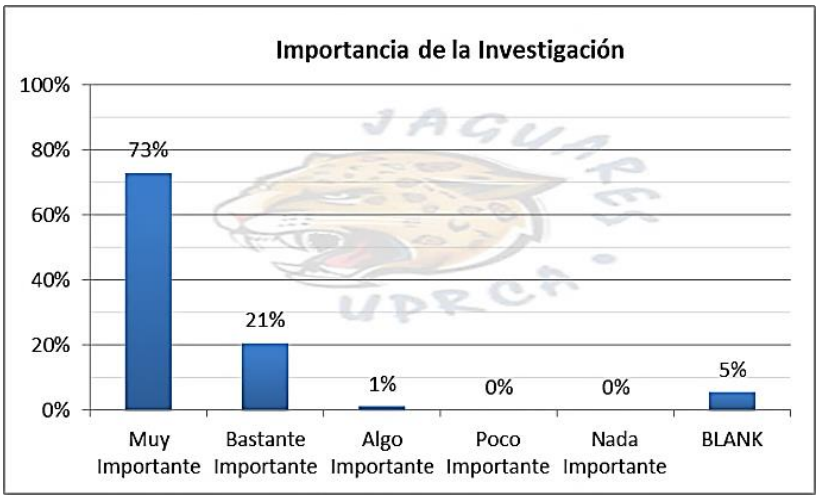

Figura 55. Importancia de la investigación

Esta encuesta auscultó la importancia que los docentes atribuyen a varios componentes de la actividad investigativa: (a) Redacción de propuestas de investigación, (b) Publicación y diseminación de resultados de investigación, (c) Planificación de proyectos de investigación, (d) Normas para la investigación con sujetos humanos y (e) Redacción de artículos publicables (Figura 56). Según muestran los datos, la facultad describe como importantes los distintos componentes de la investigación. Aunque los datos ilustran que la importancia que el profesorado adscribe a los componentes de la investigación es mayor a su necesidad percibida, éstos también reconocen cierto nivel de necesidad. Según muestran los datos, las áreas de mayor necesidad son: (a) la redacción de propuestas de investigación, (b) Publicación y diseminación de resultados de investigación y (c) Planificación de proyectos de investigación.

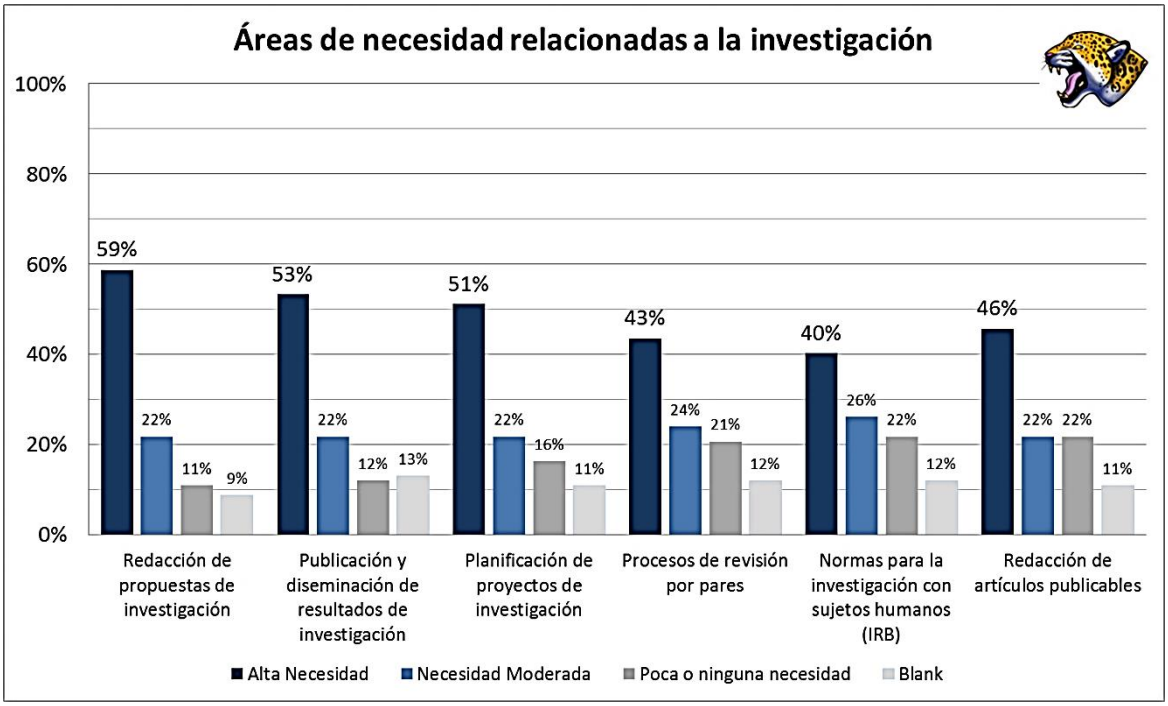

Figura 56. Importancia y necesidades relacionadas a la investigación

Con relación al tiempo que el profesorado dedica a la investigación, los resultados muestran que un mayor número de los docentes con nombramiento permanente (26%, *n* = 24) suelen dedicar siete horas semanales o más a la investigación, versus el 11% (*n* = 10) de los profesores por contrato que dedican la misma cantidad de horas semanales (Figura 57.). Sin embargo, es importante tomar en consideración que la representación de la Facultad permanente en este estudio fue menor a la participación de los profesores por contrato; por lo que no necesariamente se cuenta con una representación proporcional de ambos grupos.

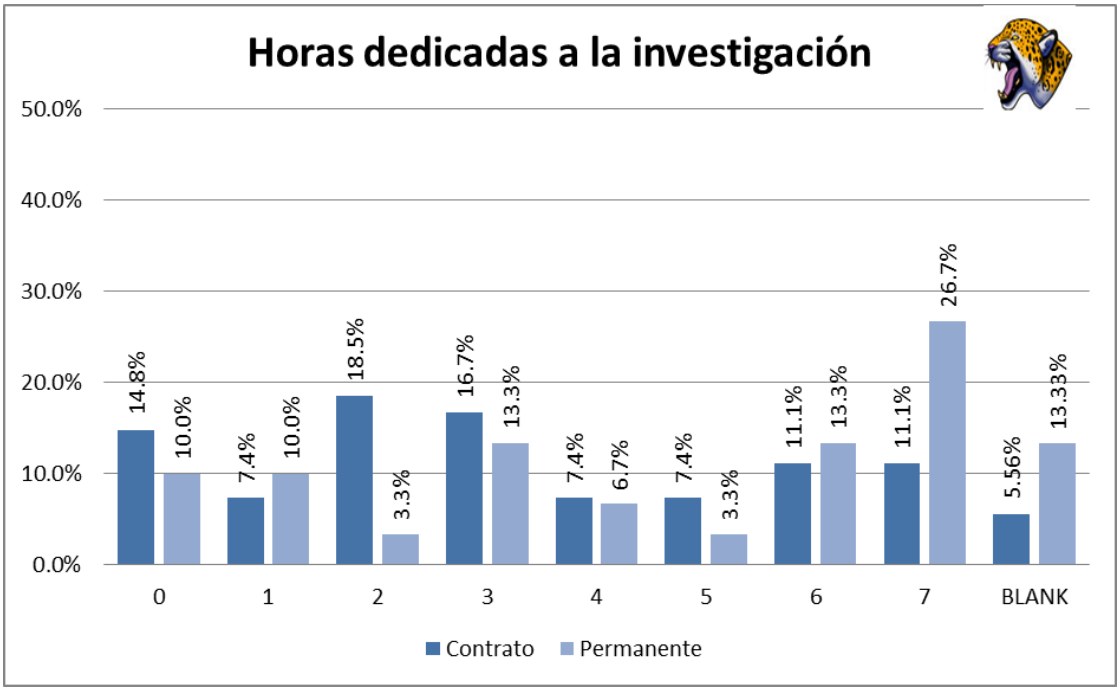

Figura 57. Horas semanales dedicadas a la investigación

Divulgación

Esto resulta de importancia en un estudio de necesidades para desarrollo de facultad ya que la participación en ponencias y congresos es un aspecto muy importante de la actividad académica. Esto aumenta la reputación de los programas académicos y la Institución. En instituciones donde la actividad académica relacionada a la investigación y su divulgación es baja, resulta necesario capacitar a la facultad y crear el sistema de apoyo necesario para mejora dicha actividad.

Como parte de este estudio también se auscultaron las prácticas de divulgación que lleva a cabo la Facultad. Se identificaron tres formas principales de divulgación: (a) ponencias en congresos y conferencias profesionales, (b) publicación en revistas arbitradas y (c) escritos para libros o manuales.

El 55% (*n* = 51) presentó su trabajo de investigación en al menos una conferencia profesional en los últimos dos años; entre los cuales el 21% (*n* = 19) informó haber presentado su trabajo de investigación cuatro veces o más. Es importante señalar que más de una tercera parte de los participantes no presentó su trabajo de investigación en este tipo de conferencias.



Figura 58. Presentación de trabajos de investigación en conferencias profesionales en los últimos dos años

El cuestionario también auscultó el nivel de aceptación de los manuscritos de la Facultad para presentación en ponencias durante los pasados cinco años. Según reportado por el profesorado, el 43% (*n* = 40) de éstos no ha tenido manuscritos aprobados para divulgación en conferencias profesionales arbitradas en los últimos cinco años. Sólo el 15% de la Facultad (*n* = 14) indicó haberles aceptado cinco manuscritos o más (Figura 59).

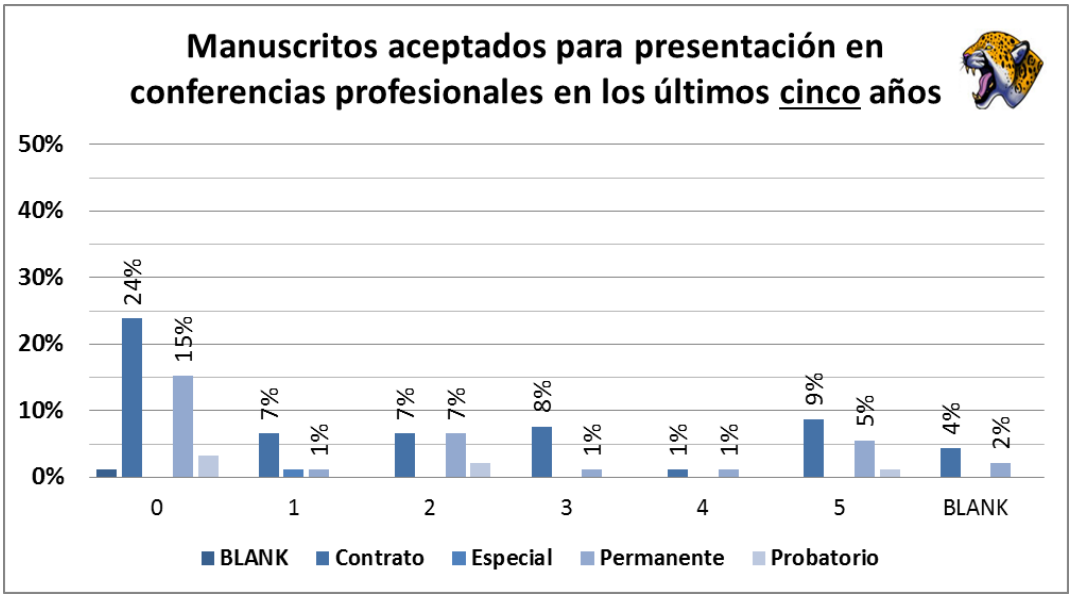

Figura 59. Cantidad de manuscritos aceptados para presentación en congresos profesionales en los últimos cinco años

Con respecto a la divulgación en revistas profesionales arbitradas, los datos sugieren también una participación muy baja por parte de la facultad. El 52% (*n* = 48) no ha sometido manuscritos a revistas profesionales arbitradas en los últimos cinco años. Sólo un porciento muy pequeño de la Facultad permanente (7%; *n* = 6) sometió tres manuscritos o más en este periodo de tiempo (Tabla 6).

Tabla 6. Manuscritos sometidos a revistas profesionales arbitradas en los últimos cinco años

Tipo de Nombramiento	0	1	2	3	4	5	BLANK	Total
Contrato	27.2%	6.5%	7.6%	5.4%	1.1%	6.5%	4.3%	58.7%
Especial	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Permanente	19.6%	0.0%	5.4%	1.1%	1.1%	4.3%	1.1%	32.6%
Probatorio	3.3%	1.1%	0.0%	1.1%	0.0%	1.1%	0.0%	6.5%
BLANK	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Total	52.2%	7.6%	13.0%	7.6%	2.2%	12.0%	5.4%	100.0%

La Figura 60 resume la información presentada en la Tabla 6, excluyendo la respuesta en la que no se indicó tipo de nombramiento.

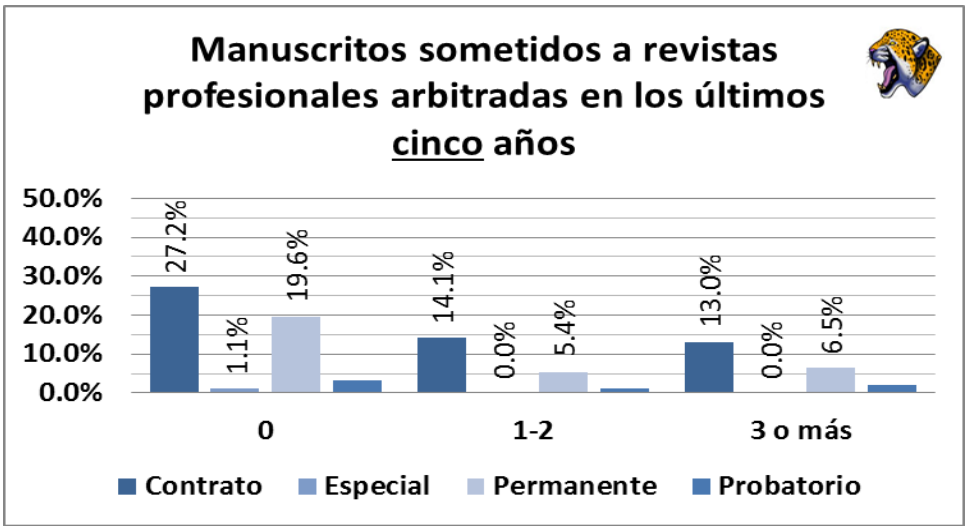

Figura 60. Manuscritos sometidos a revistas profesionales arbitradas en los últimos cinco años

El 59% de la Facultad de la UPRCA que participó en el estudio (*n* = 54) lleva al menos dos años sin divulgar sus trabajos de investigación en revistas profesionales arbitradas, mientras que el 32% (*n* = 29) divulgó su trabajo de investigación al menos una vez en ese periodo de tiempo (Tabla 7; Figura 61). El 10% de la Facultad permanente (*n* = 9) logró divulgar su trabajo de investigación al menos una vez en ese periodo de tiempo, lo cual representa un poco más de la mitad de lo divulgado por la Facultad por contrato (19% divulgó al menos una vez en dicho periodo). No obstante, es importante recordar que este estudio contó con mayor participación de la Facultad por contrato.

Tabla 7. Cantidad de veces que la Facultad divulgó trabajos de investigación en una revista profesional arbitrada en los últimos dos años

Tipo de Nombramiento	0	1	2	3	4	BLANK	Total
Contrato	35.9%	5.4%	7.6%	3.3%	3.3%	3.3%	58.7%
Especial	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Permanente	17.4%	3.3%	1.1%	0.0%	6.5%	4.3%	32.6%
Probatorio	4.3%	0.0%	0.0%	2.2%	0.0%	0.0%	6.5%
BLANK	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Total	**59.8%**	**8.7%**	**8.7%**	**5.4%**	**9.8%**	**7.6%**	**100.0%**

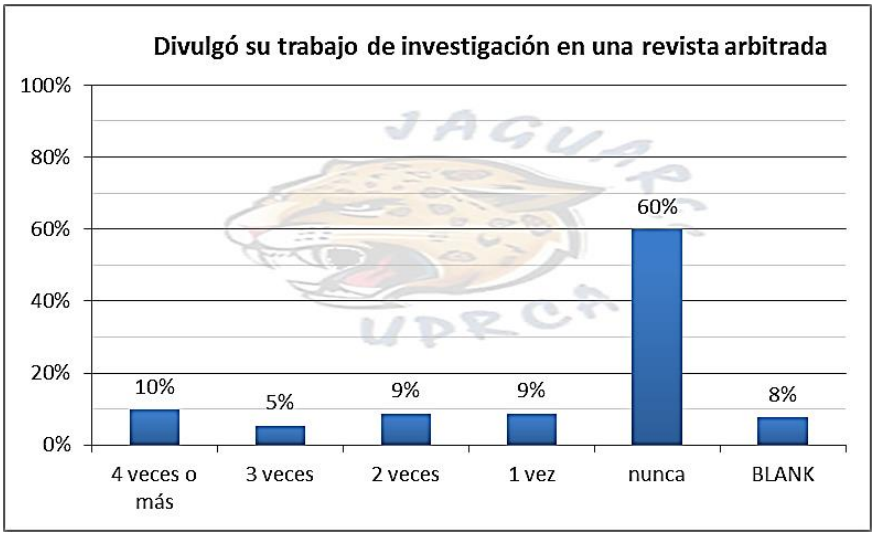

Figura 61. Cantidad de veces que divulgó en una revista profesional arbitrada en los últimos dos años

La figura 62 muestra la actividad de divulgación de investigaciones en revistas arbitradas por departamento académico. Los departamentos con mayor actividad de divulgación en los pasados dos años son: (a) Humanidades (8%; *n* = 7), (b) Administración de Empresas (6%; *n* = 5), (c) Ciencias Naturales (6%; *n* = 5) y (d) Inglés (6%; *n* = 5).

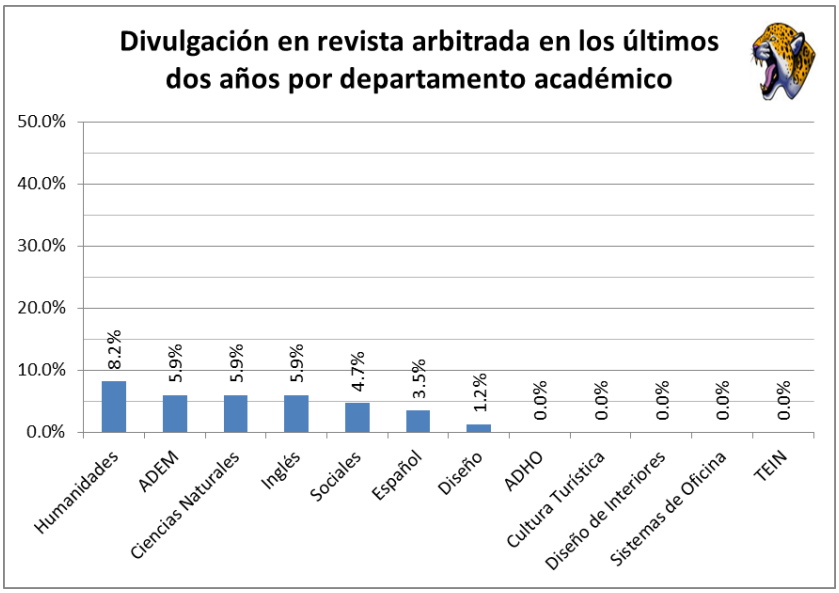

Figura 62. Distribución de publicaciones por departamento académico en revistas arbitradas en los últimos dos años

Además de la divulgación de trabajos de investigación, las revistas profesionales suelen publicar otro tipo de trabajos tales como opiniones académicas y reseñas de libros, entre otros. Al respecto, el 41% de la Facultad de la UPRCA que participó en este estudio informó que ha publicado escritos de esta índole en revistas profesionales. La Tabla 8 provee detalles de la cantidad de publicaciones por tipo de nombramiento, mientras que la figura 62 resume las publicaciones por rango académico.

Tabla 8. Escritos divulgados en revistas profesionales en los últimos dos años (no investigaciones)

Tipo de nombramiento	0	1	2	3	4	BLANK	Total
Contrato	30.4%	6.5%	9.8%	3.3%	4.3%	4.3%	58.7%
Especial	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Permanente	16.3%	4.3%	1.1%	2.2%	5.4%	3.3%	32.6%
Probatorio	3.3%	0.0%	1.1%	1.1%	1.1%	0.0%	6.5%
BLANK	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%

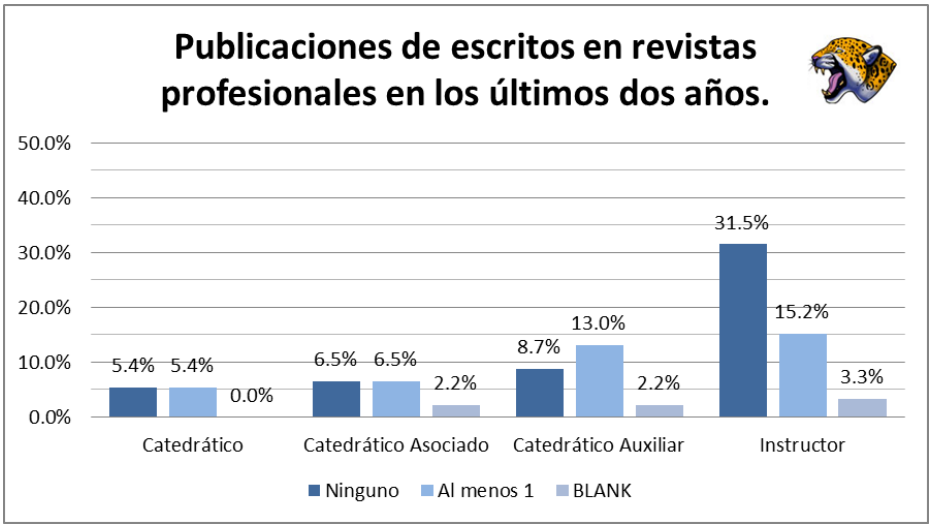

Figura 63. Publicaciones en revistas profesionales en los últimos dos años (no investigaciones)

Por otro lado, la Facultad de la UPRCA también se ha involucrado en la publicación de escritos académicos para libros o manuales. Los datos de la encuesta indican que el 44.6% del

profesorado ha sometido escritos para libros o manuales al menos una vez en los últimos dos años (Figura 65). Según muestran los datos, la mayor actividad se encuentra en los siguientes departamentos: Inglés (12%, *n* = 11), Español (8%, *n* = 7) y Humanidades (7%, *n* = 6).

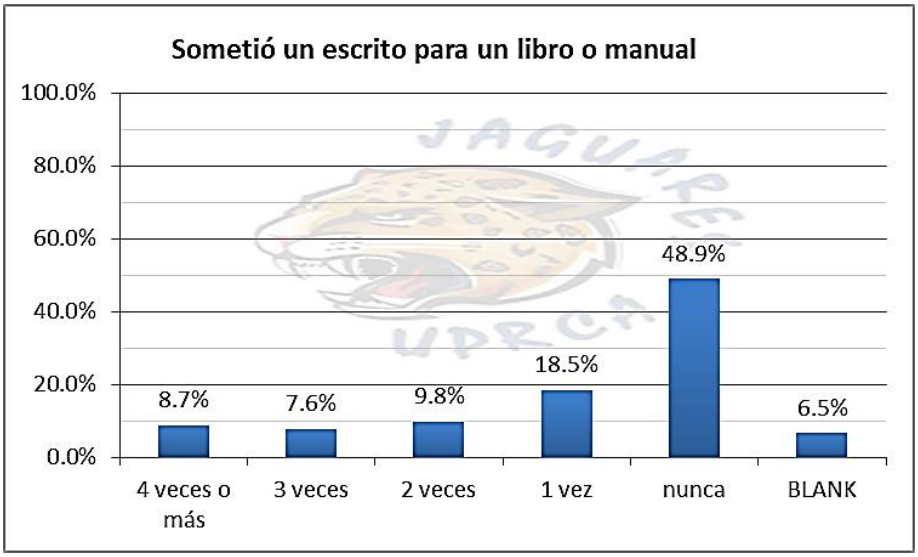

Figura 64. Porcentaje de la Facultad que sometió escritos para libros o manuales

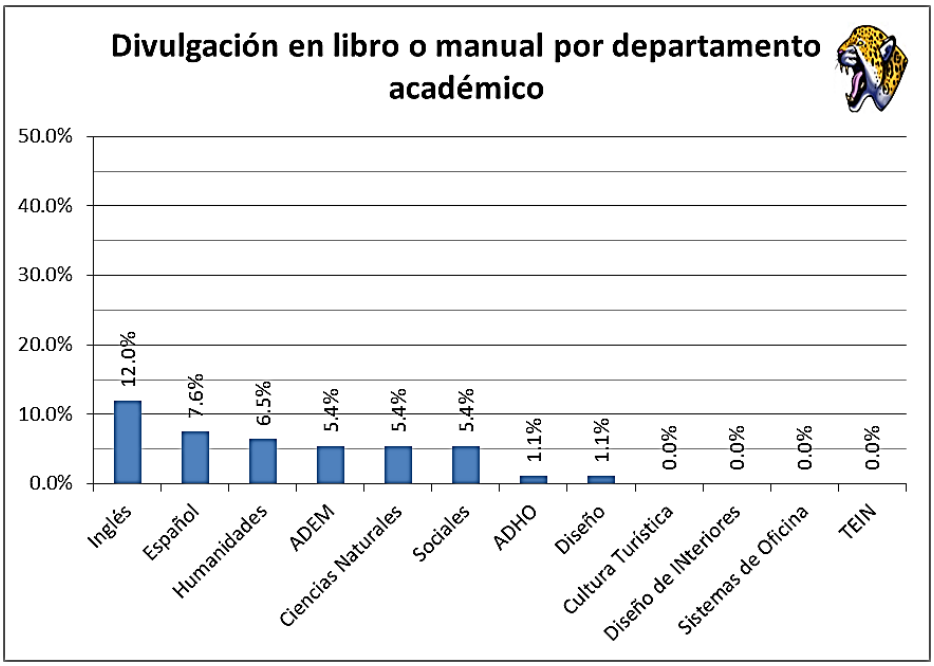

Figura 65. Actividad de divulgación en libro o manual por departamento académico

Investigación Estudiantil

Así como es importante para la UPRCA la participación de los docentes en la investigación, es de igual modo importante, y así se encuentra especificado en las metas del sistema de la Universidad de Puerto Rico, que se fomente la participación de los estudiantes en proyectos de investigación. Es decir, la UPRCA como universidad que ofrece el primer grado académico adquirido por la mayoría del estudiantado (bachillerato) es responsable de incursionarlos en la investigación. Estas experiencias de investigación son canalizadas a través del profesorado. Por tal motivo, este cuestionario auscultó el uso de actividades relacionadas a la investigación en la sala de clases por parte de la Facultad.

Con relación a la enseñanza de un curso de investigación, se encontró que el 37% de la Facultad (*n* = 34) había ofrecido un curso de investigación al menos una vez en los pasados dos años (Figura 66). Los datos de este estudio muestran que solo el 15% de la Facultad (*n* = 14) usa siempre o casi siempre las propuestas de investigación como parte de sus estrategias de evaluación. Por otro lado, el 49% (*n* = 45) indicó que nunca o casi nunca usan esta estrategia (Figura 67).



Figura 66. Enseñanza de un curso de investigación en los últimos dos años

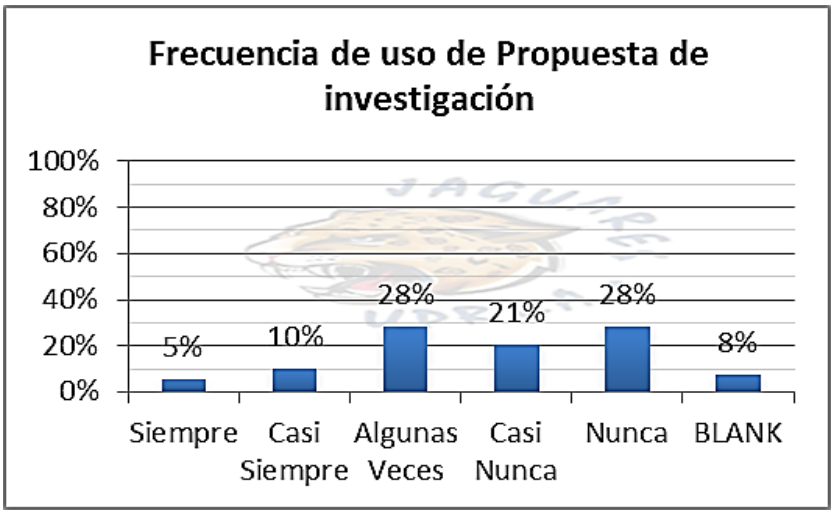

Figura 67. Frecuencia de uso de las propuestas de investigación como estrategia evaluativa

Según reportado por los participantes, los proyectos de investigación son una estrategia evaluativa que se utiliza con cierta frecuencia en la UPRCA. Específicamente, el 38% de la Facultad usan siempre o casi siempre las propuestas de investigación como parte de sus estrategias de evaluación. Por otro lado, el 27% (*n* = 25) indicó que nunca o casi nunca usan esta estrategia (Figura 68).

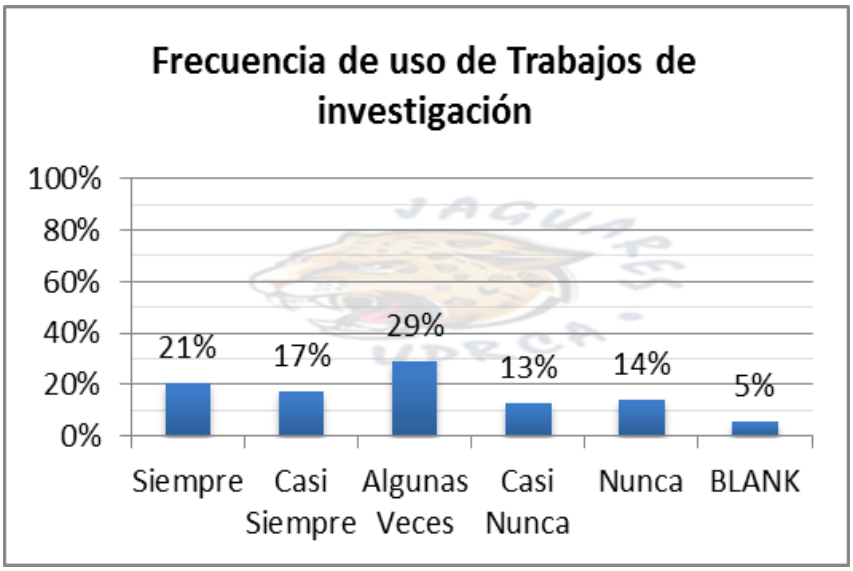

Figura 68. Frecuencia de uso de trabajos de investigación como estrategia evaluativa

Fondos Externos

Otro ámbito muy importante de la labor docente es la búsqueda e identificación de fondos externos que ayuden al financiamiento de sus trabajos de investigación, así como al mejoramiento de la Institución, ya sea directa o indirectamente. En este particular se auscultó la importancia que el profesorado atribuye a varios componentes del proceso de búsqueda de fondos externos, así como su nivel de necesidad de capacitación en los mismos.

La figura 69 muestra los resultados para cada uno de estos componentes. En términos generales, toda la Facultad atribuyó gran importancia a los procesos relacionados a la búsqueda de fondos externos. La importancia promedio para cada uno de los componentes se encuentra sobre 4.2, una escala de 5.0. De igual modo, los participantes indicaron necesitar desarrollar más conocimientos en esas áreas. Las áreas de mayor necesidad son: (a) Identificación de fuentes de fondos externos, (b) Redacción de propuestas para proyectos con fondos federales y (c) Manejo y administración de proyectos.

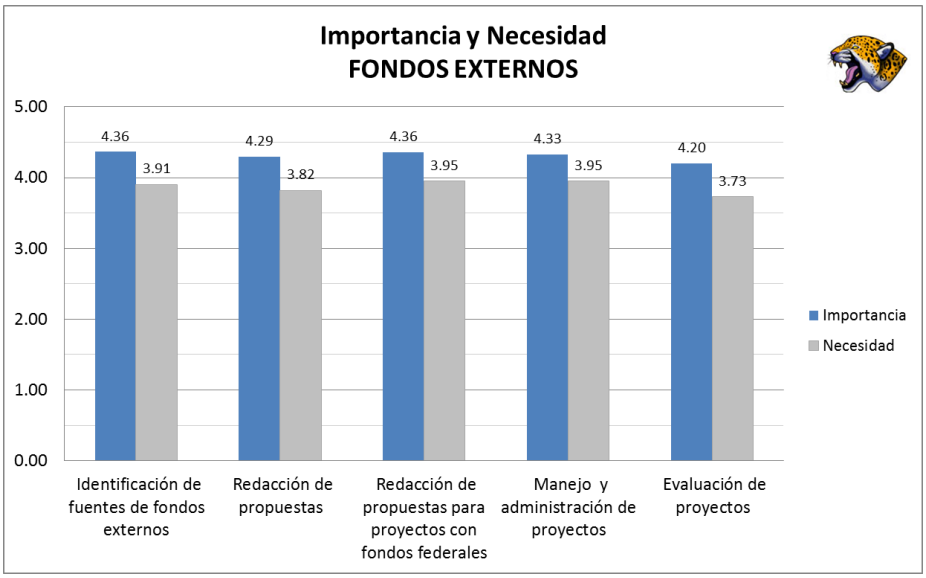

Figura 69. Importancia y necesidad en áreas relacionadas a búsqueda de fondos externos

Mentoría y Desarrollo Profesional

La importancia y la necesidad de capacitación en temas relacionados a mentoría y desarrollo profesional también fueron exploradas en este estudio. En general, la Facultad atribuyó importancia a estos procesos. Sin embargo, ésta representa el área de menor necesidad en comparación con las otras áreas exploradas mediante este cuestionario (Figura 70).

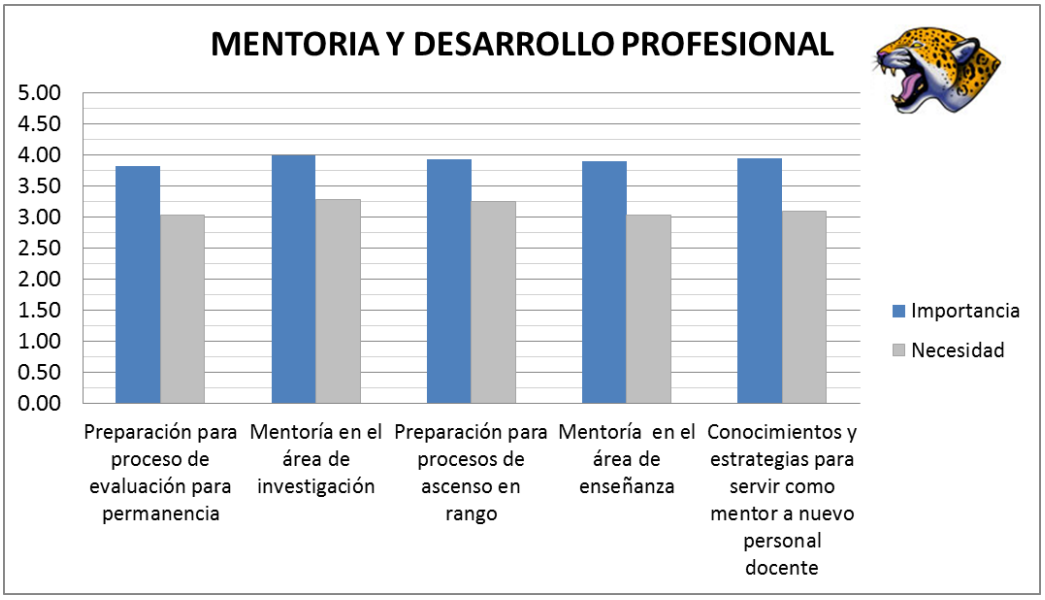

Figura 70. Importancia y necesidad en áreas relacionadas a la mentoría y el desarrollo profesional

***Networking* y Colaboración**

La universidades exitosas del Siglo 21 se distinguen por utilizar el *networking* y la colaboración para avanzar los esfuerzos institucionales; ejemplo de esto los son las propuestas colaborativas financiadas con fondos provenientes de Título V. Al respecto, la figura 71 resume el nivel de importancia que la Facultad atribuye a estos procesos y el nivel de necesidad percibida en estas áreas. Es importante notar que la facultad atribuye gran nivel de importancia al desarrollo de relaciones colaborativas dentro y fuera del Sistema UPR.

En términos de necesidades de capacitación, el desarrollo de acuerdos colaborativos con representantes de fundaciones y la industria, así como la colaboración interdisciplinaria con otros

miembros de la facultad en UPRCA resaltaron como las áreas con mayor necesidad promedio (Figura 71).

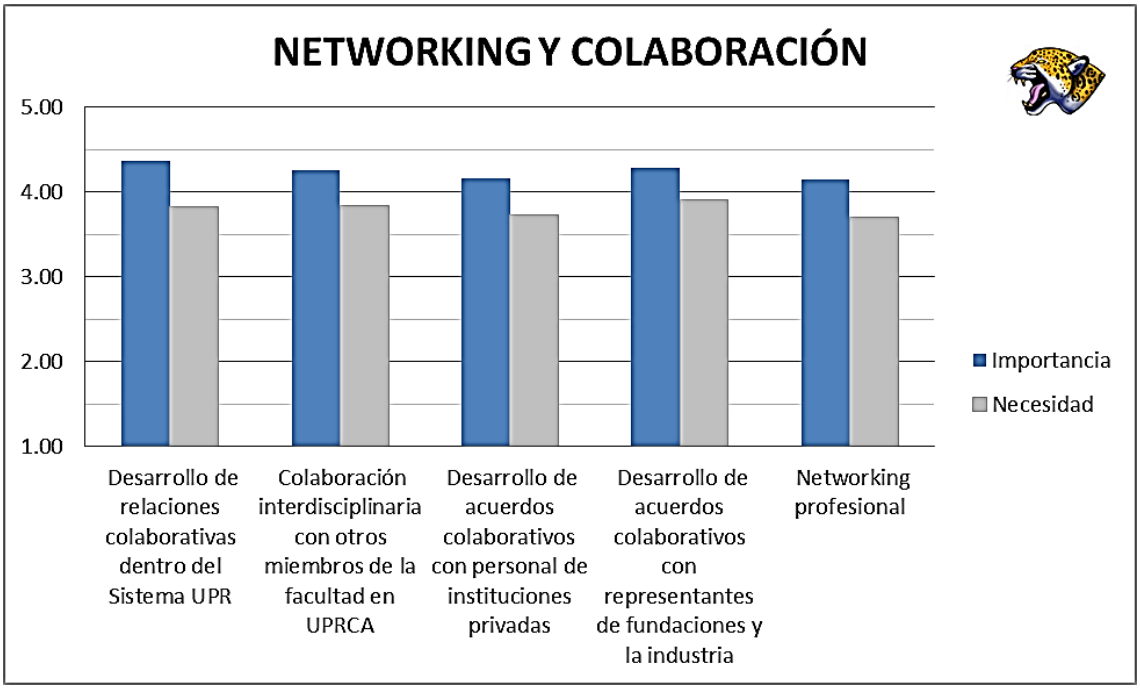

Figura 71. Importancia y necesidad relacionadas al *networking* y la colaboración

Integración de la Tecnología

La UPRCA ha gozado en los últimos años de varias oportunidades de desarrollo tecnológico, muchas de éstas son el resultado de proyectos financiados bajo Título V. Ejemplo de esto son los salones multimedios y otros equipos tecnológicos que se han adquirido. Dada estas oportunidades y las proyecciones que hay de tener cada vez una universidad más eficiente y tecnológica, resulta indispensable que la Facultad se encuentre actualizada y que integren la tecnología en sus procesos educativos.

Por tal motivo este cuestionario exploró la importancia que los docentes atribuyen a la integración de la tecnología en sus prácticas educativas y el nivel de necesidad que estos perciben al respecto. Los resultados de la encuesta muestran que éstos consideran que es

importante el uso de distintas herramientas tecnológicas, así como *WeaveOnline* y *Moodle*. Sin embargo, el nivel de necesidad promedio adjudicado a las mismas se encuentra por debajo de 4.0 en una escala de 5.0 (Figura 72). A pesar de que el nivel de necesidad expresado por la Facultad no es tan alto como el indicado en otras áreas de esta encuesta, los docentes podrían beneficiarse de mayor adiestramiento en el uso de herramientas tecnológicas gratuitas, sobre todo si estas se encuentran ligadas al proceso de enseñanza.

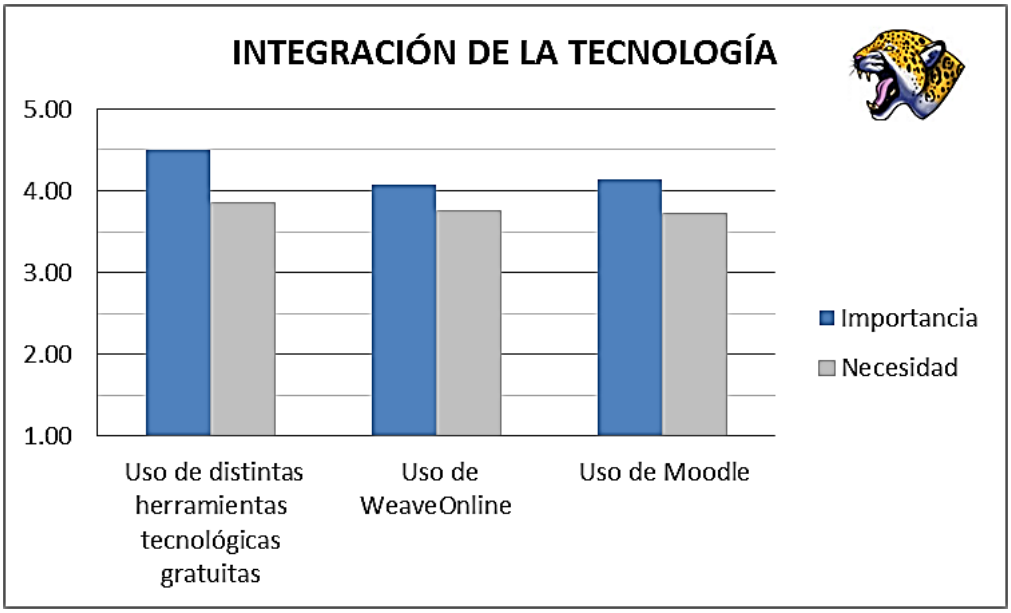

Figura 72. Integración de la tecnología

Funciones Administrativas

Tareas de Administración

La mayoría de la Facultad (71%; *n* = 65) dedica 3 horas o menos a la semana a participar de reuniones de facultad, departamento y comités (Figura 73). La poca cantidad de horas que los docentes dedican a este tipo de actividades pudiera estar relacionada con el nivel de importancia que atribuyen a las mismas. Al respecto, menos de dos terceras partes de los participantes catalogaron la participación en reuniones y comités como bastante o muy importante (Figura 74).

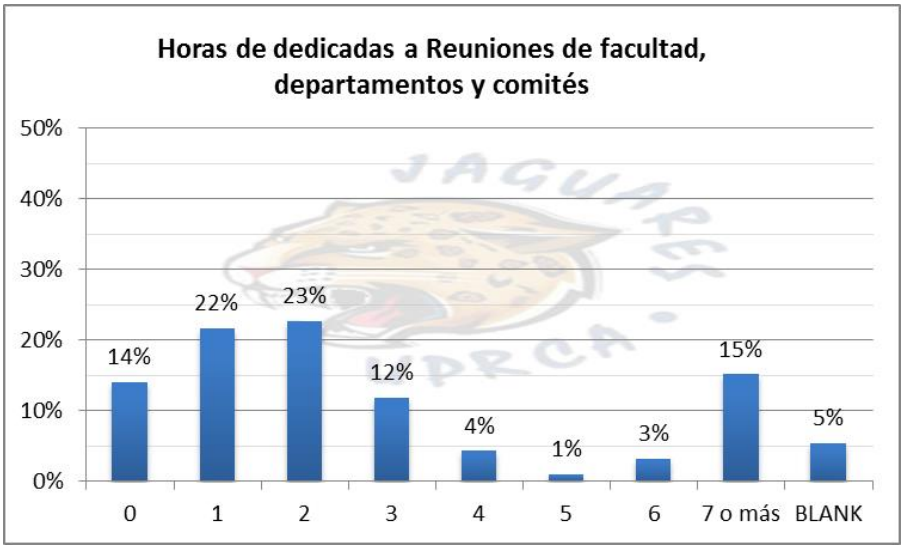

Figura 73. Horas semanales dedicadas a reuniones de facultad, departamento y comités

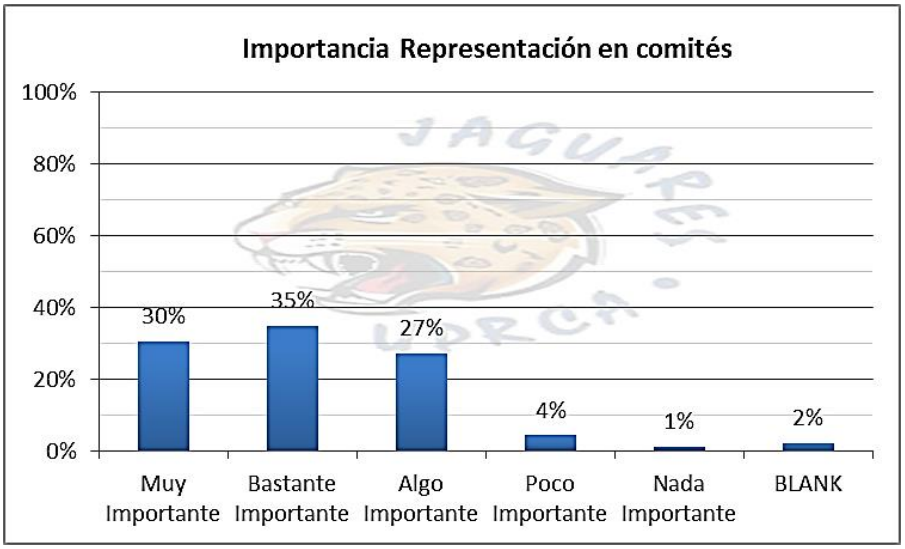

Figura 74. Importancia percibida de la participación en comités

Por otro lado, con excepción de algunos docentes que pueden estar recibiendo descarga por estar llevando a cabo tareas administrativas, la Facultad también dedica pocas horas semanales a realizar este tipo de tareas. El 58% (*n* = 53) de los docentes reportó dedicar menos de tres horas a la semana a este tipo de actividades (Figura 74).

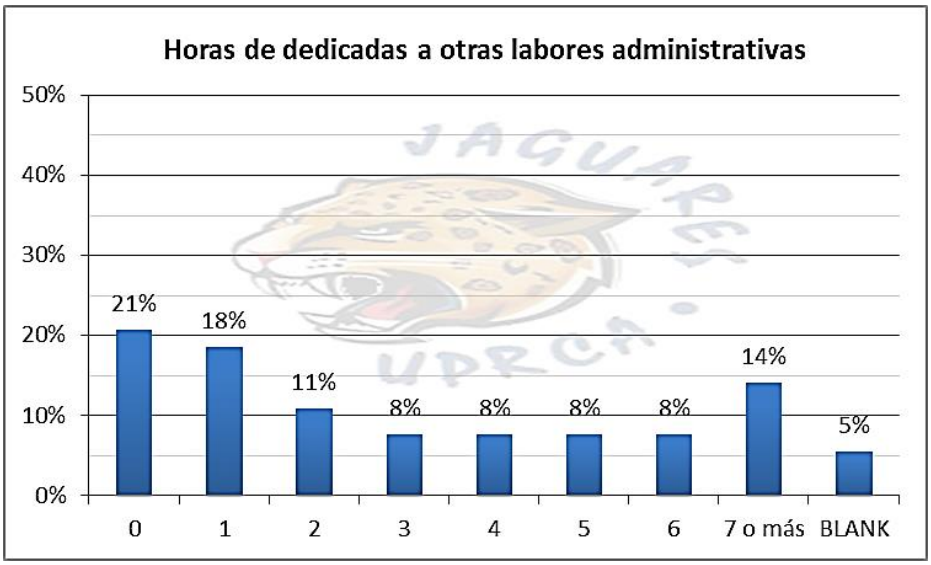

Figura 75. Horas semanales dedicadas a otras labores administrativas

Evaluación Periódica y Acreditaciones

Los participantes de esta encuesta también catalogaron como importante los procesos de acreditación profesional e institucional. Sin embargo, los procesos de evaluación quinquenal requeridos por la Administración Central de la Universidad de Puerto Rico obtuvo, en promedio, una importancia menor a las otras dos áreas. El proceso de evaluación quinquenal obtuvo una importancia promedio de 3.95 en una escala de 5.0 (Figura 76). Esto podría indicar que los participantes no visualizan la relevancia directa que el proceso de evaluación quinquenal tiene ante los procesos de acreditación profesional e institucional.

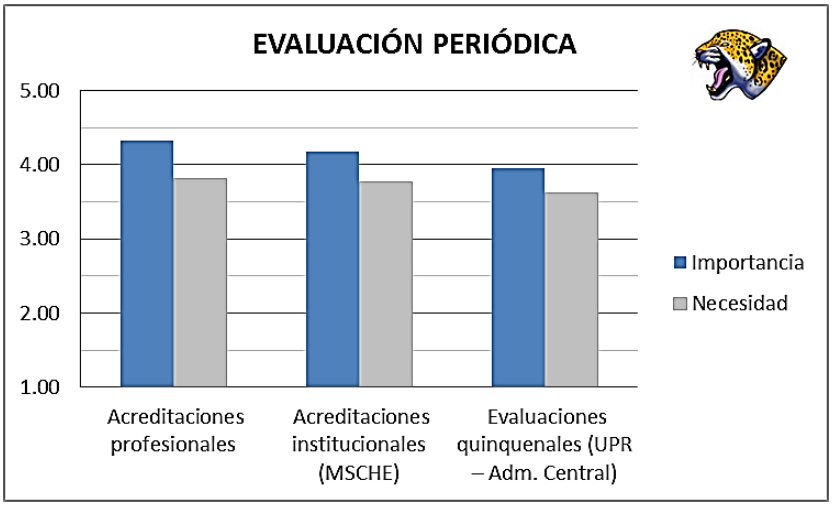

Figura 76. Importancia y necesidad sobre la evaluación periódica

Administración y Destreza Generales

En términos de importancia y necesidad en asuntos relacionados a la administración y otras destrezas, se encontró que la Facultad atribuye una importancia de 4.13 o menos a las destrezas de manejo del tiempo, manejo de conflictos, contratación de personal y destrezas de liderazgo. Asimismo, se observó que la necesidad percibida en estas áreas es menor que las demás áreas auscultadas en este estudio (Figura 77).

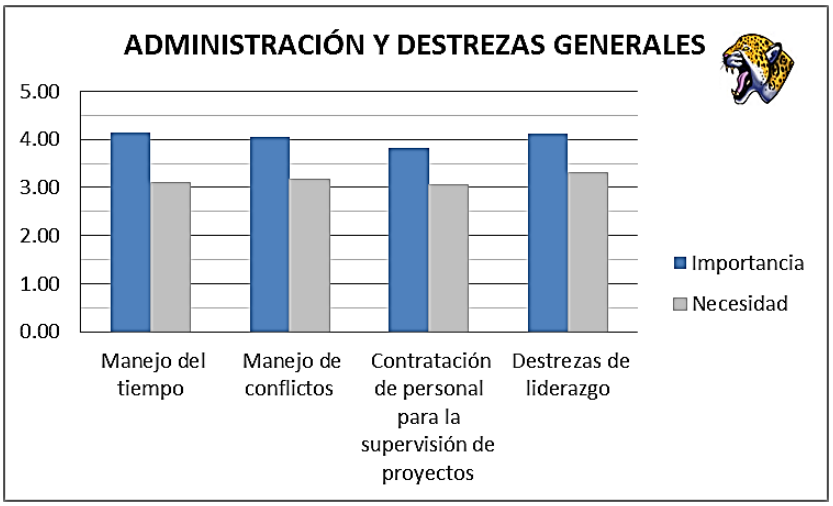

Figura 77. Importancia y necesidad en áreas de administración y otras destrezas

Deshonestidad académica

Finalmente, este cuestionario exploró la importancia y necesidad de la facultad en la detección de deshonestidad académica, plagio y manejo de conducta. Al respecto la facultad atribuye gran importancia a ambos, detección de plagio y manejo de problemas de conducta. No obstante, el nivel promedio de necesidad de mayor conocimiento en ambas áreas es de 3.47 y 3.5 respectivamente, en una escala de 5.0 (Figura 78).

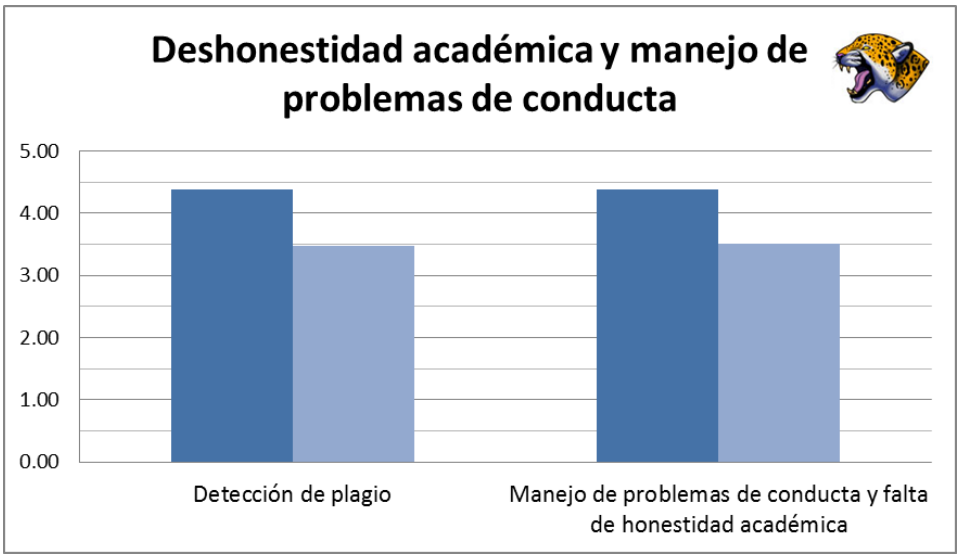

Figura 78. Deshonestidad académica y manejo de problemas de conducta

Áreas de Prioridad

Esta sección presenta las áreas de necesidad identificadas en este cuestionario, con su respectiva prioridad para la Facultad de Ciencias Naturales y Ciencias Sociales, según estipulado en la propuesta de Título V, *Expanding Students Options and Opportunities*. Los resultados presentados en la Tabla 9 fueron utilizados en el diseño del Plan de Desarrollo de Facultad que se presenta en la siguiente sección.

Tabla 9. Prioridades de adiestramiento para la Facultad de Ciencias Naturales y Ciencias Sociales

Tema	% Facultad con necesidad de 4 o más en escala de 5	Prioridad
Desarrollo de acuerdos colaborativos con representantes de fundaciones y la industria	71%	1
Identificación de fuentes de fondos externos	66%	2
Identificación de fuentes de fondos externos	66%	3
Uso de distintas herramientas tecnológicas gratuitas	65%	4
Colaboración interdisciplinaria con otros miembros de la facultad en UPRCA	65%	5
Manejo y administración de proyectos	65%	6
Redacción de propuestas para proyectos con fondos federales (Ejemplo Título V)	64%	7
Redacción de propuestas de investigación	64%	8
Acreditaciones profesionales	64%	9
Redacción de propuestas	63%	10
Desarrollo de relaciones colaborativas dentro del Sistema UPR	62%	11
Acreditaciones institucionales (MSCHE)	62%	12
Desarrollo de acuerdos colaborativos con personal de instituciones privadas	60%	13
Evaluación de proyectos	60%	14
Uso de WeaveOnline	58%	15
Publicación y diseminación de resultados de investigación	58%	16
Networking profesional	58%	17
Toma de decisiones basada en los resultados	57%	18
Divulgación de resultados	56%	19
Planificación de proyectos de investigación	56%	19
Evaluaciones quinquenales (UPR – Adm. Central)	56%	21

Tema	% Facultad con necesidad de 4 o más en escala de 5	Prioridad
Tipos de Preguntas y pruebas	54%	22
Creación de cursos nuevos	54%	23
Desarrollo de cursos híbridos	54%	23
Diseño de assessment	54%	25
Análisis de resultados	54%	25
Uso de Moodle	53%	27
Desarrollo de cursos en línea	53%	28
Redacción de artículos publicables	51%	29
Validez y Evidencia de Propiedades Psicométricas	51%	30
Preparación para procesos de ascenso en rango	50%	31
Procesos de revisión por pares	49%	32
Alineamiento	49%	33
Diseño y Revisión de prontuarios	48%	34
Manejo de problemas de conducta y falta de honestidad académica	48%	35
Diseño de experiencias de aprendizaje	47%	36
Normas para la investigación con sujetos humanos (IRB)	46%	37
Mentoría en el área de investigación	45%	38
Destrezas de liderazgo	43%	39
Redacción de objetivos de aprendizaje	41%	40
Detección de plagio	40%	41
Manejo de conflictos	39%	42
Alineamiento temático	39%	43
Preparación para proceso de evaluación para permanencia	38%	44

Tema	% Facultad con necesidad de 4 o más en escala de 5	Prioridad
Manejo del tiempo	37%	45
Conocimientos y estrategias para servir como mentor a nuevo personal docente	37%	46
Mentoría en el área de enseñanza	34%	47
Contratación de personal para la supervisión de proyectos	33%	48

Esquema para Desarrollo de Facultad

El Plan de Desarrollo de Facultad ha sido diseñado utilizando tres modalidades de capacitación: (a) Talleres y conferencias, (b) Simposios*, (c) Recursos en línea (sincrónicos y asincrónicos). La tabla a continuación describe los talleres, conferencias y simposios a llevar a cabo durante los próximos siete meses. El Apéndice A muestra los recursos disponibles en línea para la Facultad, la mayoría de ellos libre de costo.

Talleres Propuestos para el Desarrollo de Facultad

Facultad	TALLERES	DURACIÓN	FORMATO	Fecha[1]	Recurso	$
	Educación a Distancia					
Toda	Educación a distancia: ¿realidad o mito?	1 hora	Conferencia en Salón Multimedia	17 de febrero	Dr. Juan Meléndez	$100
	Avalúo del aprendizaje para cursos en línea	1 hora	Conferencia en Salón Multimedia	10 de marzo	Dra. Carmen Ortiz	-
	Control de calidad en cursos en línea	1 hora	Conferencia en Salón Multimedia	17 de marzo	Dra. Carmen Ortiz	-
	Estrategias de enseñanza innovadoras para cursos en línea	1 hora	Conferencia en Salón Multimedia	24 de febrero	Dr. Juan Meléndez	$100
	Web 2.0 y 3.0 aplicadas a la educación [2]	1 hora	Conferencia en Salón Multimedia	3 de marzo	Dr. Juan Meléndez	$100
Enseñanza-Aprendizaje						
Toda	Como aprenden las personas	1 hora	Conferencia en Salón Multimedia	16 de abril	Por determinar	$75-$100
	De experto en contenido a educador experto[3]	1 hora	Conferencia en Salón Multimedia	23 de abril	Por determinar	$75-$100
	Integración de Tecnología Multimedia en la sala de clases	1 hora	Taller en CARTeF	30 de abril	Dr. José Santiago o ¿Prof. Vanessa Vernaza?	$75-$100
Assessment y Evaluación						
Toda	Redacción de Learning Outcomes	1 hora	Taller en CARTeF	7 de mayo	Prof. Cristina Martínez	-
	Desarrollo de Rúbricas	1 hora	Taller en CARTeF	14 de mayo	Prof. Chamary	$75-$100

[1] Fechas sujetas a cambio.
[2] http://www.ugr.es/~sevimeco/revistaeticanet/numero10/Articulos/Formato/articulo3.pdf
[3] Incluir temas de conceptualización y planificación de cursos, recursos en internet, etc.

Facultad	TALLERES	DURACIÓN	FORMATO	Fecha[1]	Recurso	$
					Fuentes	
	Estrategias de evaluación[4]	¿ hora	Conferencia / Taller en CARTeF	21 de mayo	Prof. John Ramírez	$75-$100
	Estrategias de Avalúo	¿ hora	Conferencia / Taller en CARTeF	28 de mayo	Prof. Chamary Fuentes	$75-$100
	Avalúo Efectivo y Fácil	7 semanas	Ciclo de Talleres en Línea	19 de mayo al 16 de julio	Prof. Cristina Martínez	-
Ciencias Naturales						
Ciencias Naturales	Fundamentos de la Enseñanza en Ciencias	1 hora	Conferencia en Salón Multimedia	21 de mayo	Prof. Vanessa Vernaza	$100
	Estrategias de Enseñanza en Ciencias	3 horas	Taller; CARTeF	28 de mayo	Prof. Vanessa Vernaza	$100
Ciencias Forenses						
Ciencias Forenses	"El Efecto CSI": Mitos y realidades en la investigación forense	1 hora	Conferencia	4 de junio	Prof. Carmen Tirado / Edwin Crespo	$100
	Aplicaciones de las Ciencias Naturales a la Criminalística	1 hora	Conferencia en Salón Multimedia	9 de junio	Dra. Luz Silva	$100
	Avances en las Ciencias Forenses: Técnicas de Reconstrucción Facial	¿ hora	Conferencia en línea (Salón Multimedia)	11 de junio	Dra. Lorena Valencia Caballero	$100
	Física y Balística	1 hora	Conferencia en Salón Multimedia	16 de junio	Por determinar	$100

[4] Construcción de Pruebas, estandarización, tipos de instrumentos

Facultad	TALLERES	DURACIÓN	FORMATO	Fecha[1]	Recurso	$
Ciencias Sociales						
Ciencias Forenses	Perspectiva jurídica sobre el manejo de la evidencia de crimen	1 hora	Conferencia en Salón Multimedia	17 de septiembre	Por determinar	$100
	Academia y Realidad: Posibles convenios con agencias gubernamentales	1 hora	Conferencia en Salón Multimedia	22 de septiembre	Prof. José Figueroa	$75-$100
Ciencias de los Alimentos						
Hotelera	Food Chemistry Workshop:[5]	¿? horas	Conferencia en línea (Salón Multimedia)	Pendiente	CITA - UPRM	Pendiente
	Food Sensory Analysis Workshop	¿? horas	Conferencia en línea (Salón Multimedia)	Pendiente	CITA - UPRM	Pendiente
Otros temas						
Toda	Búsqueda de Fondos Externos	¿? horas	Conferencia en Salón Multimedia	8 de septiembre	Por determinar	Pendiente
	Recursos Institucionales para el apoyo a la investigación	1 hora	Conferencia en Salón Multimedia	10 de septiembre	Dra. Maricela Porbén, Coordinadora IRB UPRCA	-
	Aumentando la tasa de aceptación de manuscritos y ponencias	1 hora	Conferencia en Salón Multimedia	15 de septiembre	Dra. Lorna Torres	$100

[5] http://cita.uprm.edu/?q=Workshop

Simposios

Población de Interés	Conferencias	Duración	Posibles recursos	Fecha	Lugar	$	Comentarios
Ciencia y crimen: Aplicaciones de las Ciencias Naturales en la Investigación Forense		3 horas		27 de Marzo	Salón Multimedios UPR Ca	$300	
• Estudiantes y Facultad • Justicia Criminal • Ciencias Forenses • Ciencias Naturales	1. Química Forense: Sus Aplicaciones en la investigación de crímenes	1 hora	Dra. Luz Silva			$100	
	2. Evolución de la investigación forense	1 hora	Prof. Carmen Tirado			$100	
	3. Retos en el Testimonio Pericial	1 hora	Lcdo. José Capo			$100	
Ciencias Forenses en Puerto Rico: Retos y Avances		6 horas		10 de julio	Escuela Hotelera	$800	
• Abogados y Fiscales • Jueces • Técnicos de Cs Forenses Profesores	1. Inocente o Culpable: La importancia del correcto manejo de la evidencia ante el foro.	1 hora	Lcdo. José Capo			$100	
	2. Identificación humana en casos forenses	1 hora	Dr. Edwin Crespo			$100	
	3. Avances en las Ciencias Forenses: Técnicas de Reconstrucción Facial	1 hora	Dra. Lorena Valencia Caballero			$100	

Población de Interés	Conferencias	Duración	Posibles recursos	Fecha	Lugar	$	Comentarios
	4. Toxicología Forense: Alcance, Retos, Necesidades y Direcciones Futuras	1 hora	Dra. Luz Silva			$100	
	Panel: Crímenes sin resolver: Proyecciones y soluciones (Incl. sesión de preguntas y respuestas)	2 horas	Dra. Luz Silva, Dr. Edwin Crespo, Prof. Carmen Tirado, Lcdo. José Capo			$400	

* Estos seminarios (Ciencia Forenses) han sido conceptualizados de manera tal que además de beneficiar nuestra Facultad puede dar a conocer a la UPR en Carolina en el área de las Ciencias Forenses, al hacer los mismos extensivos a estudiantes, profesionales de estos campos y facultad de otras unidades del sistema e instituciones privadas.

“Assessment” y Evaluación

El avalúo y la evaluación del plan se realizarán utilizando principalmente encuestas de satisfacción a los participantes. Para futuros planes se recomienda el uso de diversos métodos de avalúo y evaluación; tales como portafolios e instrumentos dirigidos para medir adopción y cambios a largo plazo.

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Apéndice 1: Oportunidades de Adiestramiento en Línea relacionadas al Nuevo Bachillerato de Ciencias Forenses y Certificación en Ciencias Forenses de Campo

Oportunidades de Adiestramiento en Línea relacionadas al Nuevo Bachillerato de Ciencias Forenses y Certificación en Ciencias Forenses de Campo

Tema	Taller / Curso
Forensic Sciences	• 2015 NIJ Forensic Science R&D Grantees Meeting "It's a Small World: How Collaboration Leads to Innovative Research" • A Guide to Latent Print Testimony - Archival • Administrative Management of an MDI Office ($39.00) • Advanced Medical Imaging in Medicolegal Death Investigation ($39.00) • Analytical Methods in Workplace Drug Testing - Chromatography Free • Analytical Methods in Workplace Drug Testing – Mass Spectrometry Free • Analytical Methods in Workplace Drug Testing - Sample Preparation Free • Answering the NAS: The Ethics of Leadership and the Leadership of Ethics Free • Applications of Higher Resolution Mass Spectrometry in Drug Testing - Archival Version Free • ASCLD Rapid DNA Webinar Series - Course 1 • Best Practices for Volumetric Measurement ($19.00) • Best Practices in Sexual Assault Cases - Archival Seminar • Best Practices: Sexual Assault Investigations - Archival • Bloodstain Documentation and Collection Methods - Archive Free • Crime Scene Is Fluid: Land to Water-Based Scenes - Archival • Drug Facts: A DFSA Perspective ($78.00) • Evaluating Transfers of Materials and their Significance - Archival Version Free • Expert Systems for Interpreting DNA Data - Archival Version • Expert Systems for Interpreting DNA Data - System Overviews • Expert Testimony Training for the Prosecutor and Scientist ($19.00) • Expert Testimony Training for the Prosecutor and Scientist II ($19.00) • Falling Into Decay: Postmortem Interval and Molecular Autopsy - Part I - Archival Version Free • Falling Into Decay: Postmortem Interval and Molecular Autopsy - Part II - Archival Version Free • Familial DNA Searching: Current Approaches - Session One - Archival Version

Tema	Taller / Curso
	• Familial DNA Searching: Current Approaches - Session Two - Achival Version • Familial DNA Searching: Current Approaches - Session Three - Archival Version • Familial DNA Searching: Current Approaches - Session Four - Archival Version • Fingerprint Identification: Reliability and Accuracy- Archival Version Free • Fluorescence of Blood Impressions with Acid Yellow - Archive • Forensic Anthropology: Mapping and Exhumation of Clandestine Burials ($39.00) • Fundamentals of Chromatography used in Toxicology ($78.00) • Fundamentals of LC/MS/MS ($28.50) • Fundamentals of Mass Spectrometry used in Toxicology ($78.00) • Fundamentals of Non-Mass Selective Detectors ($39.00) • Fundamentals of Sample Preparation used in Toxicology ($78.00) • Gaining Speed with "Fast GC": A Practitioner's Perspective (archive) Free • How to Be a Good Expert Witness ($58.50) • Interpretation of Lubricant Evidence • Introduction to DNA Analysis - Nuclear DNA ($117.00) • Introduction to DNA Analysis - YSTR and mtDNA ($117.00) • Introduction to the Crime Laboratory – Understanding Its Role and Purpose Free • Investigating Sexual Violence - Emerging Solutions and Best Practices: Archival Version Free • Kura Biotec Webinar: Approaches for Optimizing Hydrolysis of Cannabinoids, Cannabidiol (CBD) and Syn... Free • Latent Fingerprints: Developing Methods and New Technology- Archival Version Free • Latent Fingerprints: Reducing Erroneous Exclusions - Archival Version Free • Magneto-Optical Sensor Roundtable - Archival Version • Map It Out: Models in Forensic DNA & Pathology - Part I Archival Free • Map It Out: Models in Forensic DNA & Pathology - Part II Archival Free • NLCP 2013 Inspector/Lab Director Workshop Makeup Free • Off the Beaten Path: Non-Standard Forensic DNA Research - Part I Archival Free • Off the Beaten Path: Non-Standard Forensic DNA Research - Part II Archival Free

Tema	Taller / Curso
	• Offender Profiling: Psychology Contributions to Behavioral Crime Scene Analysis ($58.50) • Organizing and Transferring SANE/SAFE/SART: Federal Stakeholder Meeting - Archival Version • Pills and Particles: Toxicology and Linking Trace Evidence - Archival Version Free • Shooting Reconstruction: 4 Elements of Trajectory - Archival • SOP Writing for ISO 17025 Accreditation ($19.00) • Straight to the Bone: Advances in Forensic Anthropology - Archival Version • Structuring Best Practices – Practitioner Stakeholder Meeting • Sure Footing: Fundamental Forensic Science Research - Part I Archival Free • Sure Footing: Fundamental Forensic Science Research - Part II Archival Free • Tarnished Gold Standard: Limited Quantity and Degraded DNA - Part I - Archival Version Free • Tarnished Gold Standard: Limited Quantity and Degraded DNA - Part II - Archival Version Free • To Hell and Back: The Ethics of Stewardship and the Stewardship of Ethics ($28.50) • Trail Blazing: Novel Techniques and Tools for Forensic Analysis - Part I Archival Free • Trail Blazing: Novel Techniques and Tools for Forensic Analysis - Part II Archival Free • Introduction to Uncertainty in Forensic Chemistry and Toxicology Free • Uncertainty in Forensic Chemistry and Toxicology : Part 2 ($47.50) • Uncertainty in Forensic Chemistry and Toxicology : Part 3 ($38.00) • Understanding Basic Statistical Concepts: Fingerprints - Archival Version • Using Genetic Results to Identify Human Remains ($39.00)
Expert Testimony	• A Guide to Latent Print Testimony - Archival • Bloodstain Documentation and Collection Methods - Archive Free • Crime Scene Is Fluid: Land to Water-Based Scenes - Archival • Expert Testimony Training for the Prosecutor and Scientist ($19.00) • Expert Testimony Training for the Prosecutor and Scientist II ($19.00)

Tema	Taller / Curso
	• Falling Into Decay: Postmortem Interval and Molecular Autopsy - Part I - Archival Version Free • Falling Into Decay: Postmortem Interval and Molecular Autopsy - Part II - Archival Version Free • Fluorescence of Blood Impressions with Acid Yellow - Archive • Fundamentals of Sample Preparation used in Toxicology Free • How to Be a Good Expert Witness ($58.50) • Introduction to DNA Analysis - Nuclear DNA Free • Map It Out: Models in Forensic DNA & Pathology - Part I Archival Free • Map It Out: Models in Forensic DNA & Pathology - Part II Archival Free • Shooting Reconstruction: 4 Elements of Trajectory - Archival • Understanding Basic Statistical Concepts: Fingerprints - Archival Version
Forensic Technology	• 2015 NIJ Forensic Science R&D Grantees Meeting "It's a Small World: How Collaboration Leads to Innovative Research" • ASCLD Rapid DNA Webinar Series - Course 1 • Evaluating Transfers of Materials and their Significance - Archival Version • Expert Systems for Interpreting DNA Data - Archival Version • Familial DNA Searching: Current Approaches - Session One - Archival Version • Familial DNA Searching: Current Approaches - Session Two - Archival Version • Familial DNA Searching: Current Approaches - Session Three - Archival Version • Familial DNA Searching: Current Approaches - Session Four - Archival Version • Fluorescence of Blood Impressions with Acid Yellow - Archive • Interpretation of Lubricant Evidence • Magneto-Optical Sensor Roundtable - Archival Version • Organizing and Transferring SANE/SAFE/SART: Federal Stakeholder Meeting - Archival Version • Straight to the Bone: Advances in Forensic Anthropology - Archival Version • Structuring Best Practices – Practitioner Stakeholder Meeting
Forensic Toxicology	• 2015 NIJ Forensic Science R&D Grantees Meeting "It's a Small World: How Collaboration Leads to Innovative Research" • Advanced Medical Imaging in Medicolegal Death Investigation ($39.00)

Tema	Taller / Curso
	• Agilent Event: Controlled Substances Analysis - Archival Version Free • Agilent Event: DART-TOF for Analysis of Bulk Drugs - Archival Version Free • Agilent Event: Method Validation for Quantitation and Confirmation of Amphetamines, Phentermine, and... Free • An Introduction to the American Board of Forensic Toxicology (ABFT) ($19.00) • Analytical Methods in Workplace Drug Testing – Mass Spectrometry Free • Analytical Methods in Workplace Drug Testing - Sample Preparation Free • Applications of Higher Resolution Mass Spectrometry in Drug Testing - Archival Version Free • ASCLD Rapid DNA Webinar Series - Course 1 • Best Practices: Sexual Assault Investigations - Archival Free • Drug Facts: A DFSA Perspective ($78.00) • Evaluating Transfers of Materials and their Significance - Archival Version • Falling Into Decay: Postmortem Interval and Molecular Autopsy - Part I - Archival Version Free • Falling Into Decay: Postmortem Interval and Molecular Autopsy - Part II - Archival Version Free • Fundamentals of Chromatography used in Toxicology ($78.00) • Fundamentals of Immunoassay Testing Used in Toxicology ($58.50) • Fundamentals of Mass Spectrometry used in Toxicology ($78.00) • Fundamentals of Non-Mass Selective Detectors ($39.00) • Fundamentals of Sample Preparation used in Toxicology ($78.00) • Gaining Speed with "Fast GC": A Practitioner's Perspective (archive) Free • Interpretation of Lubricant Evidence • Introduction to Uncertainty in Forensic Chemistry and Toxicology ($28.50) • Investigating Sexual Violence - Emerging Solutions and Best Practices: Archival Version Free • Kura Biotec Webinar: Approaches for Optimizing Hydrolysis of Cannabinoids, Cannabidiol (CBD) and Syn... Free • Map It Out: Models in Forensic DNA & Pathology - Part I Archival Free • Map It Out: Models in Forensic DNA & Pathology - Part II Archival Free

Tema	Taller / Curso
	• NLCP 2013 Inspector/Lab Director Workshop Makeup Free • Off the Beaten Path: Non-Standard Forensic DNA Research - Part I Archival Free • Off the Beaten Path: Non-Standard Forensic DNA Research - Part II Archival Free • Opioids and Pain Management ($19.00) • Organizing and Transferring SANE/SAFE/SART: Federal Stakeholder Meeting - Archival Version • Organizing and Transferring SANE/SAFE/SART: Federal Stakeholder Meeting - Archival Version Free • Pills and Particles: Toxicology and Linking Trace Evidence - Archival Version Free • Plenary Session 1: Recognize, Develop, and Implement: Building on Our Foundations - 2012 IPES Conference Free • Plenary Session 2: Achieving Excellence in a Limited Budget Environment - 2012 IPES Conference Free • Recreational Asphyxia: Chemical ($19.00) • Specimen Validity Testing: The Workplace Experience Free • Straight to the Bone: Advances in Forensic Anthropology - Archival Version • Structuring Best Practices – Practitioner Stakeholder Meeting • Sure Footing: Fundamental Forensic Science Research - Part I Archival Free • Sure Footing: Fundamental Forensic Science Research - Part II Archival Free • Tarnished Gold Standard: Limited Quantity and Degraded DNA - Part I - Archival Version Free • Tarnished Gold Standard: Limited Quantity and Degraded DNA - Part II - Archival Version Free • The Zzzz Drugs: From Analysis to Interpretation ($28.50) • Trail Blazing: Novel Techniques and Tools for Forensic Analysis - Part I Archival Free • Trail Blazing: Novel Techniques and Tools for Forensic Analysis - Part II Archival Free • Introduction to Uncertainty in Forensic Chemistry and Toxicology Free • Uncertainty in Forensic Chemistry and Toxicology : Part 2 ($47.50) • Uncertainty in Forensic Chemistry and Toxicology : Part 3 ($38.00)
Law Enforcement	• Administrative Management of an MDI Office ($39.00)

Tema	Taller / Curso
	• Advanced Medical Imaging in Medicolegal Death Investigation ($39.00) • An Overview of DFSA SANE/SAFE/SART Protocol I ($78.00) • An Overview of DFSA SANE/SAFE/SART Protocol II ($58.50) • Bloodstain Documentation and Collection Methods - Archive Free • Breakout Session: Friction Ridge Impressions - 2012 IPES Conference Free • Challenges in DFSA Investigations ($58.50) • Cold Case Safety Net: Missing and Unidentified Persons Free • Crime Scene Imaging: A Practitioner's Perspective-Archive Free • Death Investigation in the Elderly ($28.50) • Developing a Missing Persons Protocol ($39.00) • Drug Facts: A DFSA Perspective ($78.00) • Fingerprint Identification: Reliability and Accuracy- Archival Version Free • Fundamentals of Mass Spectrometry used in Toxicology Free • How to Be a Good Expert Witness ($58.50) • Introduction to DNA Analysis - Nuclear DNA ($117.00) • Introduction to DNA Analysis - YSTR and mtDNA ($117.00) • Investigating Sexual Violence - Emerging Solutions and Best Practices: Archival Version Free • Latent Fingerprints: Developing Methods and New Technology- Archival Version Free • Latent Fingerprints: Reducing Erroneous Exclusions - Archival Version Free • Offender Profiling: Psychology Contributions to Behavioral Crime Scene Analysis ($58.50) • Pills and Particles: Toxicology and Linking Trace Evidence - Archival Version Free • Recreational Asphyxia: Chemical ($19.00) • Recreational Asphyxia: Mechanical Free • Sudden, Unexplained Infant Death Investigation: An Overview and Top 25 Critical Points To Consider ($46.80) • Sudden, Unexplained Infant Death Investigation: Death Scene Re-creation ($58.50) • Sudden, Unexplained Infant Death Investigation: Infant Growth and Development ($58.50) • Technical Advances in the Visual Documentation of Crime Scenes Free • To Hell and Back: The Ethics of Stewardship and the Stewardship of Ethics Free

Tema	Taller / Curso
	• Using Genetic Results to Identify Human Remains ($39.00)
Legal Training	• Breakout Session: Bloodstain Analysis - 2012 IPES Conference Free • Fluorescence of Blood Impressions with Acid Yellow - Archive Free • Introduction to DNA Analysis - Nuclear DNA Free • Introduction to the Crime Laboratory – Understanding Its Role and Purpose ($89.00) • Managing Quality and Reliability in the Crime Laboratory: A Lawyer's Perspective ($89.00) • Specimen Validity Testing: The Workplace Experience Free • Technical Advances in the Visual Documentation of Crime Scenes Free
Medicolegal death investigation	• Administrative Management of an MDI Office ($39.00) • Advanced Medical Imaging in Medicolegal Death Investigation ($39.00) • Answering the NAS: The Ethics of Leadership and the Leadership of Ethics Free • ASCLD Rapid DNA Webinar Series - Course 1 Free • Best Practices: Sexual Assault Investigations - Archival Free • Bloodstain Documentation and Collection Methods - Archive Free • Cold Case Safety Net: Missing and Unidentified Persons Free • Concentration of Oxymorphone in Postmortem Fluids and Tissue ($19.00) • Crime Scene Is Fluid: Land to Water-Based Scenes - Archival • Death Investigation in the Elderly ($28.50) • Developing a Missing Persons Protocol ($39.00) • Fluorescence of Blood Impressions with Acid Yellow - Archive • How to Be a Good Expert Witness ($58.50) • Investigating Sudden Deaths: Cause of Death Scenarios That Mimic One Another ($58.50) • Investigative Strategies: Missing and Unidentified Person Cases ($39.00) • Offender Profiling: Psychology Contributions to Behavioral Crime Scene Analysis ($58.50) • Organizing and Transferring SANE/SAFE/SART: Federal Stakeholder Meeting - Archival Version • Recreational Asphyxia: Chemical ($19.00) • Recreational Asphyxia: Mechanical ($28.50) • Structuring Best Practices – Practitioner Stakeholder Meeting

Tema	Taller / Curso
	• Sudden, Unexplained Infant Death Investigation: An Overview and Top 25 Critical Points To Consider ($46.80) • Sudden, Unexplained Infant Death Investigation: Death Scene Re-creation ($58.50) • Sudden, Unexplained Infant Death Investigation: Infant Growth and Development ($58.50) • SUIDI: Infant Crecimiento y Desarrollo Free • Sure Footing: Fundamental Forensic Science Research - Part II Archival Free • Workshop: Guidelines for a Successful Research Project - 2012 IPES Conference Free
NLCP Training	• Analytical Methods for Specimen Validity Testing • Analytical Methods in Workplace Drug Testing - Chromatography • Analytical Methods in Workplace Drug Testing - Immunoassay • Analytical Methods in Workplace Drug Testing – Mass Spectrometry • Analytical Methods in Workplace Drug Testing - Sample Preparation • Introduction to the National Laboratory Certification Program (NLCP) • NLCP 2013 Inspector/Lab Director Workshop Makeup
R and D	• 2015 NIJ Forensic Science R&D Grantees Meeting "It's a Small World: How Collaboration Leads to Innovative Research" Free • Administrative Management of an MDI Office Free • ASCLD Rapid DNA Webinar Series - Course 1 Free • Introduction to DNA Analysis - Nuclear DNA Free • Introduction to the Crime Laboratory – Understanding Its Role and Purpose Free
Sexual Assault Response	• An Overview of DFSA SANE/SAFE/SART Protocol I ($78.00) • An Overview of DFSA SANE/SAFE/SART Protocol II ($58.50) • Best Practices in Sexual Assault Cases - Archival Seminar • Best Practices: Sexual Assault Investigations - Archival • Challenges in DFSA Investigations ($58.50) • Drug Facts: A DFSA Perspective ($78.00) • Gaining Speed with "Fast GC": A Practitioner's Perspective (archive) Free • Investigating Sexual Violence - Emerging Solutions and Best Practices: Archival Version Free • Map It Out: Models in Forensic DNA & Pathology - Part I Archival Free

Tema	Taller / Curso
	• Map It Out: Models in Forensic DNA & Pathology - Part II Archival Free • Organizing and Transferring SANE/SAFE/SART: Federal Stakeholder Meeting - Archival Version • Structuring Best Practices – Practitioner Stakeholder Meeting • Sudden, Unexplained Infant Death Investigation: Infant Growth and Development Free • The Zzzz Drugs: From Analysis to Interpretation Free

ANEJO 9

Universidad de Puerto Rico en Carolina

Proyecto Título V Cooperativo

Grant Number: P031S130068

PLAN DE CAPACITACIÓN Y DESARROLLO DE LA FACULTAD

Presentado por:

Dr. José H. Álvarez Cuellar
Coordinador de Desarrollo Facultad
Proyecto Título V Cooperativo

enero del 2016

TABLA DE CONTENIDO

Pág.

I. Resumen…… 1

II. Introducción…….. 2

2.1 Definición, Historia, Antecedentes y Justificación…… 2

A) Definición……..... 2

A) Historia y Antecedentes…….. 2

B) Justificación……..... 4

2.2 Característica principal del plan de desarrollo de facultad……..... 4

A) Metas de plan de desarrollo de facultad……..... 5

B) Impacto Institucional……... 9

III Actividades Plan de Desarrollo de Facultad para el años Académicos del 2015-16……. 10

IV. Revisión de literatura…… 19

3.1 Introducción……..... 19

3.2 Plataforma Educativas…… 21

A) Características principales de las LMS…… 22

B) Aspectos importantes en la tecnología de los LMS……..... 23

C) Tipos de LMS…….. 24

D) Conclusión de los LMS…….. 28

V. Estudio de necesidades de la facultad de la UPR-Carolina……. 29

5.1 Resultados de la encuesta a la facultad realizada por Título V Individual…… 29

A) Introducción…… 29

B) Planificación y Administración de Cursos……. 33

C) Áreas de Prioridad en la Facultad de la UPR-Carolina……. 42

5.2 Estudio Realizado por el Proyecto Título V Cooperativo……..... 43

VI. Referencias…… 46

LISTA DE FIGURAS

Figura	DESCRIPCIÓN	Pág.
1	Nivel de curso que enseña con mayor frecuencia……..	30
2	Cursos que enseñaba durante el primer cuatrimestre 2014-2015…….	30
3	Enseñanza de un curso de honor……	31
4	Enseñanza de un curso Interdisciplinario……..	32
5	Enseñanza de un curso completamente a distancia……...	32
6	Enseñanza de un curso hibrido……..	32
7	Enseñanza de un curso o seminario de primer año……	33
8	Enseñanza de un curso de investigación……	33
9	Planificación de la enseñanza……	34
10	Enseñanza de un curso completamente a distancia……..	35
11	Enseñanza de un curso híbrido…….	35
12	Porcentaje de la Facultad y veces en las que sirvió como recurso en alguna conferencia de asociaciones profesionales……	36
13	Porcentaje de la Facultad y veces en las que sirvió como recurso en talleres en la UPRCA…….	37
14	Importancia de la investigación en la facultad de la UPR-Carolina….	38
15	Importancia y necesidad relacionadas a la investigación……..	39
16	Presentación de trabajos de investigación en conferencias profesionales en los últimos dos años……	39
17	Importancia y necesidad en áreas relacionada a la búsqueda de fondos externos……..	40
18	Importancia de la Integración de la tecnología en la facultad de la UPRC...	41
19	Resultado de la encuesta de los talleres de tecnología a integrar en la sala de clase por la facultad …….	44
20	Horario de preferencia por la facultad para la realización de talleres.	45

LISTA DE TABLAS

Tabla	DESCRIPCIÓN	Pág.
1	Talleres, simposio, conferencia y actividades profesionales para el desarrollo de facultad de la UPR-Carolina……..	11
2	Estrategia de Promoción para los talleres, simposio, conferencias, webinar y actividades para el desarrollo de Facultad de la UPR-Carolina……	18
3	Evaluación y medición de los MLS…….	28
2	Prioridades de adiestramiento para la Facultad de Ciencias Naturales y Ciencias Sociales…….	42

I. RESUMEN

El siguiente plan de desarrollo de facultad describe, desde su historia de los años de 1980 en la Universidad de Harvard hasta el presente. En el capítulo II se describe las metas y objetivos que el programa Título V Cooperativo se propone para el periodo de tres años, desde el 2015-16 hasta el 2017-18. En el capítulo III, se encuentra la tabla 1 con todas las actividades que se realizaran para el desarrollo de facultad para el año 2015-16, dicha tabla se mejorara cada año según las necesidades, pero la base se estipula en la tabla 1.

En el capítulo IV se realiza una revisión de literatura sobre el desarrollo de facultad que existe actualmente y las diferentes plataformas educativas para la instalación de cursos en línea que se actualmente utilizan los diferentes estamentos universitarios. En el capítulo V, se presenta dos estudios de necesidades de la facultad de la UPR-Carolina realizada por los proyectos de Título I individual y Título V cooperativo.

El esfuerzo de este plan se cimienta en la construcción de una base sólida de profesores de la facultad para la realización de cursos en líneas; en el incremento de profesores escribiendo y presentando propuestas para la obtención de fondos externos y en el incremento de profesores de Ciencias naturales realizando investigación.

II. INTRODUCCIÓN

2.1 *Definición, Historia, Antecedentes y Justificación*

A) Definición

El desarrollo de facultad lo definen diferentes autores y organizaciones, como la Professional and Organizacional Development Network in Higher Education (POD) el cual lo define, como los programas dirigidos al docente en tres dimensiones: en su rol maestro, como erudito y profesional académico, y como persona., Donde su entorno consiste en tres áreas de desarrollo: de facultad, instruccional y organizacional (POD, 2009). El desarrollo de facultad es una herramienta efectiva que impacta las prácticas instruccionales del docente y el aprendizaje de los estudiantes (Ambrosino, 2011). Para Nathan (1994) es el desarrollo de destrezas del docente que con el apoyo institucional resulta un método efectivo para el fortalecimiento de las prácticas de los docentes en sus enseñanzas.

B) Historia y Antecedentes

El desarrollo de facultad en nuestra institución tiene su origen aproximadamente en el año 2002 con la propuesta de Título V individual, donde se comenzaron a realizar talleres y construcción de módulos en diferentes cursos para colocarlos en líneas.

Según Delgado (1983), expresa que el desarrollo de facultad en Puerto Rico se centra en el desarrollo de modelos de capacitación docente en algunas universidades del país. Además no existen investigaciones que aborden estos temas ampliamente en nuestro

país. Sin embargo, Arbona (2012) plantea en su estudio que el desarrollo de facultad en Instituciones de Educación Superior (IES) privadas en Puerto Rico, presentan ofrecimientos de talleres, fomentan la investigación y proveen recursos para el logro de grados doctorales y viajes educativos. De igual manera, estas instituciones no aluden al empleo de modelos de capacitación y desarrollo.

Según Lewis (1996), señala que la licencia sabática en la Universidad de Harvard en 1810, fue probablemente la forma más antigua de una formación de desarrollo profesional de un profesor y era una de los objetivos primordiales para su desarrollo académico en su campo de estudio, este enfoque dura hasta la década de 1960. Para los años de 1960 a 1970 el desarrollo de facultad se centró exclusivamente en investigación y publicación (Gillespie, 2002). Pero fue en Estados Unidos en los años de 1950 a 1960 donde comenzó a surgir el desarrollo de facultad tal como lo conocemos hoy en día (Rice, 2007; Sorcinelli et al., 2006).

Los cambios en el desarrollo de los miembros de facultad siguieron produciéndose, gracias a dos importantes movimientos sociales; el potencial humano y los movimientos por los derechos de los estudiantes (Lewwis, 1996 y Race, 2007). En esta época, se inició una reevaluación del enfoque tradicional centrado en el papel del investigador e introdujo en la facultad la excelencia en la enseñanza en colegios y universidades (Gillespie, 2002).

C) Justificación

La Universidad de Puerto Rico en Carolina (UPRC), está comprometida con el desarrollo de la facultad en la Institución, para el fortalecimiento y la mejora de nuestros docentes tanto en la enseñanza como en la parte investigativa, enlazadas a un docente como persona social. Este compromiso se encuentra alineado a los objetivos de la propuesta de Título V Cooperativo para el desarrollo de facultad en nuestra institución, la misión y visión de nuestra universidad, al perfil docente según el marco establecido por los estándares de la MSA-CHE, especialmente el número 10 y por el objetivo "Diez para la década" de la Universidad de Puerto Rico.

Para ello abordaremos, desde una perspectiva dinámica e innovadora y de la aplicación de nuevos modelos. Partiremos de los trabajos ya realizados por algunas oficinas de nuestra institución y analizaremos la interacción de estos, con el objetivo de producir un plan de desarrollo de facultad en nuestra institución para un periodo de tres años.

2.2 Característica principal del Plan de Desarrollo de Facultad

Los antecedentes, su historia y la justificación nos produce la característica principal del Plan de Desarrollo de Facultad de la Universidad de Puerto Rico en Carolina (PDFUPCA) para el periodo de 2015-2016 al 2019-2020 la cual la podemos expresar como la formación de sus profesores en la enseñanza-aprendizaje, la integración tecnológica y la investigación.

A. *Metas de plan de desarrollo de facultad.*

La Oficina de Desarrollo Institucional (ODI) y el Programa de Título V Cooperativo de la UPR- Carolina, precisan fortalecer su responsabilidad en la formación de recursos y protocolos profesionales necesarios para el crecimiento académico y el desarrollo de la facultad. Producto del análisis, se creó cinco (5) metas para tres años. Estas metas son una guía y un contrato de principio y acción que identifica objetivos medibles para el desarrollo de la facultad en el área de Ciencias y Tecnología de la UPR-Carolina, estas son:

I. Incrementar el número de docentes en un 25% (42) en el uso, manejo e integración académica de la Tecnológica, al finalizar el periodo de la propuesta.
II. Incrementar el número de docente en un 10% (20) con la certificación en estándares de calidad ofreciendo cursos en línea, al finalizar el periodo de la propuesta
III. Incrementar el número de docentes de Ciencias Naturales y Tecnología en un 15% (3) en la escritura de propuestas, al finalizar el periodo de la propuesta.
IV. Incrementar el número de docentes de Ciencias Naturales y Tecnología realizando investigación en un 10% (6) al finalizar el periodo de la propuesta.
V. Incrementar el número de docentes de Ciencias Naturales y Tecnología asistiendo y haciendo presentaciones en foros científicos en un 10% (2) durante los años al finalizar el periodo de la propuesta.

Para desarrollar las metas propuestas se utilizó dos estudios que realizo la institución, uno llevado por la oficina de Título V Individual en el año 2014-15 y el otro por el proyecto Título V Cooperativo en el primer semestre del 2015.

A continuación exponemos los objetivos primordiales que conforma cada una de las metas para el Plan de Desarrollo de Facultad de la siguiente manera:

I. Incrementar el número de docentes en un 25% (42) en el uso, manejo e integración académica de la Tecnológica, al finalizar el periodo de la propuesta

Objetivos para desarrollar la meta:

1. Instalar pantallas electrónicas en los salones de la UPR-Carolina.
2. Realizar Talleres sobre el manejo y mejor utilización de las pantallas a la facultad.
3. Incrementar en un 10% (≈ 21) el número de profesores tomando talleres en la plataforma Moodle durante los años de 2015-16.
4. Incrementar en un 10% (21) el número de profesores tomando talleres en la plataforma Moodle durante los años 2016-17 y 2017-18.

II. Incrementar el número de docente en un 10% (20) con la certificación en estándares de calidad ofreciendo cursos en línea, al finalizar el periodo de la propuesta

Objetivos para desarrollar la meta:

1. Capacitar a la facultad en los estándares de "Quality Matters", para el diseño de los cursos a distancia.
2. Realizar talleres de Moodle como plataforma principal en el ofrecimiento de los cursos a distancia.
3. Incrementar el número de profesores en el manejo de la plataforma Moodle
4. Realizar talleres de webinar y teleconferencia de diferentes temas, de la tecnología.
5. Incrementar el número de profesores certificados en educación a distancia.

III. Incrementar el número de docentes de Ciencias Naturales y Tecnología en un 15% (3) en la escritura de propuestas, al finalizar el periodo de la propuesta

Objetivos para desarrollar la meta:

1. Realizar talleres bajo el proyecto Título V Cooperativo.
2. Realización de talleres por agencias externas.
3. Realizar talleres en coordinación con la Universidad Central del Caribe de Bayamón (UCC).

IV. Incrementar el número de docentes de Ciencias Naturales y Tecnología realizando investigación en un 10% (6) al finalizar el periodo de la propuesta.

Objetivos para desarrollar la meta:

1. Realizar anualmente invitaciones a la facultad a realizar propuestas de investigación internamente.
2. Evaluar propuestas de investigación presentadas por la facultad.
3. Otorgar ayuda financiera para las propuestas de investigación.

V. Incrementar el número de docentes de Ciencias Naturales y Tecnología realizando investigación en un 10% (6) al finalizar el periodo de la propuesta

Objetivos para desarrollar la meta:

1. Preparar comunicación para que la facultad de Ciencias Naturales y Tecnología identifique foros, congresos, conferencias, etc., fuera y dentro de Puerto Rico de temas relacionados con su investigación para que asistan, presenten poster y hacer presentaciones.

La metodología que utilizaremos para desarrollar estos objetivos son los siguientes:

1. Asistencia técnica para los profesores interesados en la escritura de propuestas de investigación para la facultad de Ciencias y Tecnología.
2. Plenarias de temas específicos para la facultad de Ciencias Naturales.

3. Seminarios y talleres de temas de interés relacionados en los objetivos, con metodología constructivista, cooperativa, de colaboración grupal y con un dialogo socrático.
4. Talleres para cursos en línea, con la integración de la tecnología.
5. Certificación en estándares de calidad para cursos en línea por "Quality Matters"
6. Conferencias en temas de investigación, procesos de enseñanza-aprendizaje en cursos en línea e integración tecnológica para la facultad de ciencias y tecnología.

B. *Impacto institucional*

Los anteriores objetivos están alineados con la *visión y misión* del plan estratégico *de la Institución*, en especial "La Universidad de Puerto Rico en Carolina estará a la vanguardia en la utilización de procesos de enseñanza-aprendizaje centrados en métodos pedagógicos innovadores que incorporen el uso creativo de la tecnología y transciendan el salón de clase" y "Fomentará el desarrollo profesional de su facultad y atraerá educadores e investigadores que sobresalga en la investigación, docencia y creatividad", como también a algunos *objetivo*s de *Diez para la Década* de la Universidad de Puerto Rico en especial " II. Cultura académica de actualización, experimentación y renovación; III. Investigación y labor creativa competitiva; IV. Cultura de evaluación y avalúo institucional; V. Actualización tecnológica" y a los objetivos del programa Título V cooperativo.

III. Actividades para el plan de Desarrollo de Facultad para el año académicos 2015-16.

Ya habiendo realizado un estudio minucioso sobre el desarrollo de facultad, su historia, los procesos, los cambios que han tenido durante el tiempo y el estudio realizado con varias encuestas a la facultad de nuestro recinto para buscar información de las necesidades, nos dedicaremos en esta sección a presentar las actividades para los años académico 2015-16. En la Tabla 2 se describe los talleres, conferencias y actividades.

Tabla 1: Talleres, simposio, conferencia y actividades profesionales para el desarrollo de facultad de la UPR-Carolina.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (IV): Remembering the future: Alzheimer"s Disease as a model for neuropsychiatric disease	Jueves, 21/enero/16	Una Hora. 2:00 am – 3:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Dra. Margaret A. Pericak-Vance, Ph.D.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes
Meta (IV): Regulation of bone mass by PPARgamma	Viernes, 22 /enero/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Dr. Xing-Ming Shi, Ph.D.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes
Meta (IV): Maximizing Research Impact, Presentado por la Unidad de Desarrollo de Propuestas (PDU) del RUM.	Viernes, 12/Feb/16	Todo el día. 8am – 4:30 p.m.	Anfiteatro del Edificio de Administración de Empresas del RUM	- Dr. Susan Renoe: PI del NSF and Director of the University of Missouri Broader impact Network. - Dr. Philip Bourne: Associate Director for Data Science at NIH. - Dr. Manuel Rodríguez, Kathy Grzech entre otros.	Raquel martí, P.D. Dra. Yaria Arroyo Dra. Kailys González	1. Registro de los profesores participantes. 2. Documentación del taller. 3. Aplicación del taller a los temas concerniente en nuestra Institución.
Meta (IV): Quantifying Proteolytic Activity in Health Disease	Viernes, 19/feb/2016	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Dr. Manu O. Platt, Ph.D.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (V): 60Th Annual Meeting Biophysical Society. "Symposia cover broad topics in biophysics with presentations by leading experts in their field. Symposia are held Sunday through Wednesday"	27/ feb/16 al 2/marzo/16:	Todo los días de 8:00 a.m. hasta las 6:00 p.m.	Los Ángeles, California	Simposio, varios expositores.	Dr. José Santiago y Dr. José García	1. Registro de asistencia de los profesores participantes. 2. Presentaciones de actividades en las que participaran los profesores. 3. Informe presentados por los profesores de las actividades en el meeting.
Meta (IV): Sistema's Biologics	Viernes, 26 /febrero/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Por seleccionar.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes
Meta (I): Moodle	Viernes, 11 de Marzo/16	4 horas	Sala de Destrezas de Información y Tecnología de la Biblioteca	Prof. Héctor Suero Álamo	Facultad de la UPR de Carolina	1. Registro de asistencia de los profesores participantes. 2. Actividades dentro del taller. 3. Hoja de evaluación del taller. 4. Pre y post prueba

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (III) Taller de Propuesta Federal para la Facultad de Ciencias Sociales	Jueves, 15 marzo/16	8:00 a.m. – 12:30 p.m.	UPR-Mayagüez Anfiteatro del Edificio de administración de Empresas	Unidad de Desarrollo de la Propuesta del Centro de Investigación y Desarrollo del RUM NEH (Fundación Nacional para las Humanidades) Oficial de Programas Marcos de plata	Facultad de Ciencias Sociales de la UPR de Carolina	1. Registro de asistencia de los profesores participantes 2. Actividades dentro del taller. 3. Cantidad de profesores presentando Propuesta federal.
Meta (I): Moodle	Viernes, 18 de Marzo/16	4 horas	Sala de Destrezas de Información y Tecnología de la Biblioteca	Prof. Héctor Suero Álamo	Facultad de la UPR de Carolina	5. Registro de asistencia de los profesores participantes. 6. Actividades dentro del taller. 7. Hoja de evaluación del taller. 8. Pre y post prueba
Meta (IV): Sistema's Biologics	Viernes, 18 /marzo/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Por seleccionar.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes
Meta (IV): Remembering the future: Alzheimer's Disease as a model for neuropsychiatric disease	Viernes, 01abril/16	Una Hora. 9:00 am – 5:00 pm	Salón Gallardo del 4to piso del Hospital Universitario de Bayamón Dr. Ramón Ruiz Armau UCC-Bayamón	-Francés García, M.D -Mark W.Hamrick, PhD -Carlos M. Isales, M.D. -Meghan McGee-Lawrence, Ph.D. -Ofelia A. Olivero, Ph.D.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (I): Taller de tecnología en el manejo del programa Remark Office OMR para escanear y analizar pruebas.	Jueves 14 abril/16	11 a.m. – 12:00 p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. José Habacuc Álvarez	Facultad de la UPR - Carolina	1. Registro de los asistencia participantes. 2. Evaluación del taller por parte de los participantes 3. Pre y Post Prueba.
Meta (II): Capacitación de la facultad en los estándares de *Quality Matters.*	Jueves, 15/ abril/16	11 a.m. – 12:00 p.m. Y 1:00 p.m. – 4:00 p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca ó Sala de Destrezas de Información y Tecnología de la Biblioteca	Personal experto de Quality Matter	Facultad de la UPR de Carolina	1. Registro de los asistencia 2. Actividades dentro del taller. 3. Evaluación del taller por parte de los participantes 4. Certificado. 5. Pre y Post Prueba. 6. Cantidad de profesores presentando cursos en línea. Información suministrada por los departamentos.
Meta (IV): Seminario: Sistemas Biológicos	Viernes, 15/abril/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Por seleccionar.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (IV): Seminary: Enhncing anti-tumor killer T cell responses in the GL261 model of glioblastoma multiform.	Viernes, 22/abril/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Aaron J. Jhonson, Ph.D. Associate Prof. dept. of Immunology and Neurology Mayo Clinic	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes
Meta (III): Taller: Como construir propuestas federales eficientes para la facultad de Ciencias y Tecnología.	Jueves 28 y Viernes 29 de abril del 2016	1. (De 1:00 p.m. – 4:00 P.m.) Jueves 28/16. 2. (de 9:00 a.m. - 12:00 p.m.) Viernes 29/16	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Raquel Martí, P.D. Dra. Margarita Benítez Dra. Diana Huyner	Facultad de Ciencias Naturales	1. Registro de asistencia de los profesores participantes. 2. Actividades dentro del taller. 3. Evaluación del taller por parte de los participantes
Meta (IV): Booze, Butts & Genes: Role of Nicotinic Receptors in Alcohol and Smoking Behaviors	Viernes, 6/mayo/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamon	Por seleccionar.	Facultad de Ciencias Naturales	Registro de asistencia de los profesores participantes
Meta (I): Taller; Manejo y utilización de proyectores electrónicos	Jueves, 12 / mayo/16	1 horas 11:00a.m – 12:00 p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. José Habacuc Álvarez	Facultad de Ciencias Naturales	1. Registro de asistencia de los profesores participantes. 2. Pre y post prueba. 3. Evaluación del taller por parte de los participantes

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (III): Taller: Escritura de Propuestas para la facultad de ciencias y tecnología	Jueves, 26/ mayo/16	4 horas	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Por seleccionar	Facultad de Ciencias Naturales	1. Registro de asistencia de los participantes. 2. Evaluación del taller 3. Cantidad de profesores presentando propuestas. Información suministrada por los Depto. o el Decanato Académico
Meta (I): Instalación de 19 proyectores S510	Lunes 6 de junio al jueves 30 de junio de 2016	Un mes	Salones de Ciencias Naturales	Oficina de Sistema de Información OSI	N/A	Fotos de la instalación de las pantallas
Meta(I): Webinar Moodle	Jueves, 9junio/16 13/septiem/16	1 horas 11:00a.m-12:00p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. Álvarez	Facultad de Ciencias Naturales	1. Registro de asistencia por medio del correo electrónico. 2. Evaluación del taller vía electrónica por los participantes.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	PARTICIPANTE	INDICADOR DE EVALUACIÓN
Meta (I): Taller de tecnología en el manejo del programa Remark Office OMR para escanear y analizar pruebas.	Jueves 14/sept/16	11 a.m. – 12:00 p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. José Habacuc Álvarez	Facultad de la UPR - Carolina	1. Registro de los asistencia participantes. 2. Evaluación del taller por parte de los participantes 3. Pre y Post Prueba.
Meta (I): Taller; Manejo y utilización del Proyector electrónicas S510	Jueves, 20/sept/16	1 horas 11:00a.m.-12:00p.m	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. José Habacuc Álvarez	Facultad de Ciencias Naturales	1. Registro de asistencia de los profesores participantes. 2. Actividades dentro del taller. 3. Evaluación del taller por parte de los participantes
Meta(I): Webinar Relación de los objetivos con los learning outcome de los objetive del prontuario.	Jueves, 22junio/16	1 horas 11:00a.m-12:00p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. Álvarez	Facultad de Ciencias Naturales	3. Registro de asistencia por medio del correo electrónico. 4. Evaluación del taller vía electrónica por los participantes.

Tabla 2

Estrategia de Promoción para los talleres, simposio, conferencias, webinar y actividades para el desarrollo de Facultad de la UPR-Carolina

ACTIVIDAD	**Por carta de la decana a la Facultad**	**Correo electrónico**	**Reuniones de facultad**	**Visita a los departamentos y salones de clase**	**En los encasillados de los profesores**
Taller de Moodle					
Presentaciones y conferencia de ciencias en la UCC de Bayamón					
Talleres para el aprendizaje de la escritura de Propuesta federales para la facultad de Ciencias y Tecnología					
Talleres para la certificación de Quality Matters					
Webinar					
Talleres para el aprendizaje y manejo de la pantalla electrónica					

IV. Revisión de Literatura

4.1 *Introducción*

La literatura en el área de desarrollo de facultad demuestra que existe una gran variedad de métodos, temas y enfoques que varían dependiendo del tipo de institución y sus necesidades. A pesar de que las áreas que se atienden en los planes de desarrollo de facultad tienen un gran alcance y variedad de temas, la literatura las clasifica en cuatro enfoques: (a) destrezas, (b) métodos, (c) procesos y (d) disciplinario (Amundsen et. al., 2005), siendo los seminarios de destrezas los más comunes y los de procesos los más complicados.

Por otro lado, Centra (1989) en (Amundsen et. al., 2005) ha clasificado el desarrollo de facultad en cuatro categorías: (a) personal, (b) instruccional, (c) organizacional y (d) profesional. El área personal se refiere al desarrollo de destrezas interpersonales, desarrollo profesional (de carrera) y planificación personal. Por otro lado, el componente instruccional alude al diseño y desarrollo de cursos y tecnología instruccional. El área organizacional busca mejorar el ambiente institucional que redunde en un mayor apoyo a la enseñanza. Finalmente, el componente profesional consiste en proveer a la facultad las oportunidades de desarrollo necesarias para que éstos cumplan cabalmente con su rol como investigadores, educadores y servidores.

Un programa de desarrollo de facultad que incluya planes a largo plazo debería incluir todos estos componentes con el fin de garantizar que las diferentes dimensiones son atendidas. Sin embargo, también es posible implantar planes de desarrollo a corto y mediano plazo, de menor complejidad y un alcance más preciso.

Aunque ciertas prácticas (e.g. estrategias de enseñanza y áreas de contenido) han sido temas constantes en los planes de desarrollo de facultad a través de los años, existen otras áreas que han ido incluyéndose con el pasar de los años, tales como la enseñanza en línea, y el "assessment". Según destaca la literatura, el adiestramiento en estrategias de enseñanza ha sido mayormente enfocado en teoría e investigación acerca del proceso de enseñanza-aprendizaje (Wilkerson & Irby, 1998) y debe entenderse en sus dos vertientes: el arte y la ciencia de enseñar. Éste debe fundamentarse en evidencia empírica de cómo el docente transmite la enseñanza y cómo el estudiante aprende (Randall, 2008).

Así como las industrias se han beneficiado de los avances tecnológicos que han tenido lugar en el Siglo XXI, la educación y los programas de desarrollo de facultad deben repensarse para sacar el máximo provecho de estos. Particularmente cuando se toma en consideración que el estudiante de hoy día está acostumbrado a hacer múltiples tareas al mismo tiempo, está conectado a la red constantemente y está acostumbrado a seguir un ritmo muy rápido donde los estímulos y gratificación son constantes e instantáneos (Randall, 2008). Esto presenta un reto para la educación tradicional, creando a su vez la necesidad de adiestramiento a la facultad en métodos alternos de enseñanza que integren las tecnologías emergentes (e.g., educación en línea, simulaciones, etc.) (Díaz et. al., 2009).

En términos de prácticas más comunes, Wesley (2005) realizó un estudio con 78 instituciones de educación superior en Texas; en el mismo, Wesley encontró que los temas más comúnmente atendidos en los programas de desarrollo de facultad están relacionados con el desarrollo de las áreas de contenido, uso de nuevas tecnologías, aplicaciones curriculares, integración curricular, uso de estrategias de enseñanza

efectivas, apreciación a la diversidad estudiantil y sus necesidades, uso de la investigación en la enseñanza, e integración de la tecnología y telecomunicaciones en la instrucción. Los datos presentados por Wesley son cónsonos con los hallazgos publicados por HERI (2013-2014) acerca de la encuesta a la facultad.

La encuesta a la facultad de HERI (2013-2014), es realizada por el Instituto de Investigación en la Educación Superior y cuenta con la participación de más de 1,000 instituciones de los Estados Unidos. Según demuestran los resultados de esta encuesta, alguna forma de integración de la tecnología en el proceso educativo (mediante foros, videos y simulaciones) en un componente común entre muchos docentes. Sin embargo, aproximadamente la mitad de éstos no las usa óptimamente ya que sólo utilizan algunas de las herramientas disponibles. Lo que es peor, la mayoría de los docentes que sometieron el cuestionario informaron que es mediante conferencias que llevan la mayor parte del proceso de enseñanza.

Esto coincide con los hallazgos obtenidos en el estudio de necesidades realizado entre la Facultad de la UPR Carolina (ver la sección de resultados para más detalles).

4.2 Plataforma Educativas

Por otro lado, viendo la necesidad de la importancia del desarrollo de cursos en línea, fue necesario auscultar las plataformas que actualmente se trabajan en línea. A continuación resumimos algunas investigaciones que se han hecho en esta materia, especialmente el monográfico realizado por un grupo de investigadores encabezados por Claudio A. Clarenc. Dicha publicación tiene como nombre “Analizamos 19 Plataformas de E-Learning” publicado en el 2013.

Las plataformas educativas, es un Sistema de gestión de aprendizaje (LMS) por sus siglas en inglés, donde se imparte educación a través de la Red, este programa permite organizar materiales y actividades de formación en cursos, gestionar la matrícula de los estudiantes, hacer seguimiento de su proceso de aprendizaje, evaluarlos, comunicarse con ellos mediante foros de discusión, Chat ó correo electrónico, etc. Es decir permite hacer todas aquellas funciones necesarias para diseñar cursos de formación a distancia, aunque se pueda usar como complemento para la enseñanza presencial también. Por otro, lado Álvarez G., (2012) expresa que el LMS es administrar estudiantes y dar seguimiento a su aprendizaje, participación y desempeño asociado con todo tipo de actividades de educación.

A. *Características principales de las LMS*

Según el estudio investigativo de Clarenc (2013), se presentan nueve (9) características principales y primordiales que todo LMS debe tener, ellas son:

1. *Interactividad*: Se relaciona con la conversación bidireccional entre receptor y emisor.
2. *Flexibilidad*: es una condición que posee algún material o inmaterial, referida al poder sufrir adaptaciones a los cambios, a ser maleable. Un cuerpo es flexible cuando es capaz de moverse con facilidad y adoptar posturas diversas sin demasiado esfuerzo. Cuando un LMS ofrece flexibilidad, la plataforma no se mantiene rígida a los planes de estudio, sino que puede adaptarse tanto a la pedagogía como a los contenidos adoptados por una organización.

3. *Escalabilidad*: permite que la plataforma pueda funcionar con la misma calidad, independientemente de la cantidad de usuarios registrados y activos.
4. *Estandarización*: Son los efectos de poder utilizar cursos y/o materiales que hayan sido realizados por terceros.
5. *Usabilidad:* Se refiere a la rapidez y facilidad con que las personas realizan tareas propias mediante el uso de un producto y se logran objetivo específico.
6. *Funcionalidad*: se refiere a las características que permiten que una plataforma sea funcional a los requerimientos y necesidades de los usuarios, y está relacionada a su capacidad de escalabilidad.
7. *Ubicuidad:* es la capacidad de una plataforma de hacerle sentir al usuario omnipresente: le transmite la seguridad de que en ella encontrará todo lo que necesita"
8. *Persuabilidad*: la capacidad que tiene de una plataforma de convencer, fidelizar o evangelizar a un usuario a través de su uso. Es decir, la capacidad de convertirlo en un potencial cliente.
9. *Accesibilidad*: se refiere a los medios que permiten a personas con otras capacidades a acceder a la información en línea, va de la mano, con la usabilidad.

B. *Aspectos importantes en la tecnología de los LMS*

1. *Ancho de banda* (Bandwidth): consumo total de la plataforma teniendo en cuenta la descarga y visualización de contenidos (desde la navegación hasta la bajada de un documento), la cual suele medirse mensualmente

2. *Tipo de capacidad del servidor*: Consiste en el conjunto de servidores dentro de la organización o la contratación de servidores externos en un datacenter. Varía según la cantidad de usuarios conectados.
3. *Sistema operativo*: bajo Windows o GNU/Linux, principalmente.
4. *Software* necesario para administrar cada función y ejecutar los contenidos: para diseño instruccional, elaboración de contenidos o material multimedia

C. *Tipos de LMS**:***

1. ***<u>Comerciales</u>****: Los LMS comerciales que están actualmente en el mercados son:*

a. *ALmageso:* contiene una amplia variedad de recursos para fortalecer la mediación en el aula virtual, el control de los procesos de enseñanza y aprendizaje y la estimulación del alumno.

b. *Blackboard:* Es un sistema de gestión de aprendizaje en línea, el cual representa un ambiente de integración entre tutor y participante.

c. *Edu2.0*: nos ofrece las mismas alternativas que otras plataformas con la ventaja de no utilizar un servidor ya que el acceso es en línea. Está ideado para ser usado por los profesores que trabajan habitualmente de forma presencial y que desean incluir elementos digitales online, sin excluir su uso exclusivo en e-learning.

d. *E-ducativa*: Es una herramienta de comunicación alternativa y complementaria entre grupos de personas con intereses comunes que buscan establecer una interacción e intercambio de experiencias en un espacio virtual.

e. *Nixty*: una mezcla entre Linkedin y Blackboard.

f. *FirstClass*: es una poderosa herramienta de colaboración, ofrecida por la empresa Open Text, adaptable a todo tipo de dispositivos y efectiva tanto para entornos educativos como corporativos.

g. *Saba*: permite administrar todos los procesos de capacitación que se llevan a cabo en una organización, en una sola plataforma de clase mundial y fácil de uso.

h. *WizIQ*: pueden participar profesores y estudiantes dentro de un ambiente de aprendizaje virtual.

2. ***Libres o gratuitas***: los LMS que son Software de libre acceso tenemos los más representativo que se puede encontrar en la red, ellos son:

   a. *ATutor*: se destaca por el cumplimiento conforme a los estándares internacionales de accesibilidad, a través de los cuales permite el ingreso a estudiantes, profesores y administradores, incluyendo a usuarios con capacidades diferentes.

   b. *Chamilo*: Es una herramienta más bien moderna, fue lanzada en 2010, tiene ya una comunidad bastante grande y muy buena acogida por parte de las instituciones educativas y las empresas.

   c. *Claroline*: permite a los formadores construir cursos online y gestionar las actividades de aprendizaje y colaboración en la web, es fácil de instalar y de usar.

d. *Dokeos*: es una compañía de origen belga, que además de la distribución de la plataforma, provee hospedaje, soporte y servicios de e-learning. Está traducido a más de 34 idiomas y es utilizado en más de 9900 Organizaciones.

e. *LRN*: Cuenta con un sofisticado sistema de portales que permite administrar cursos, contenidos y herramientas de colaboración.

f. *Moodle*: es un acrónimo para el Entorno de Aprendizaje Dinámico Modular, Orientado a Objetos. los educadores pueden utilizar para crear sitios de aprendizaje efectivo en línea o como complemento del aprendizaje presencial. Puede ser utilizado para generar contenido de manera básica o avanzada (por ejemplo páginas web) o evaluación.

g. *Sakai:* tiene su origen en la Universidad de Michigan y en la Universidad de Indiana, a las que se unieron el MIT y Stanford University, 100% libre.

h. *CourseSites*: Es la nueva iniciativa de Blackboard para aquellos docentes que están familiarizados con esta herramienta. Es totalmente gratis, la única limitación es 5 cursos como máximo por profesor y 500 MB máximo de almacenamiento por cuenta. Permite la exportación de cursos desde CourseSites a otra instalación de Blackboard. Y finalmente, los cursos creados por CourseSites son accesibles desde dispositivos móviles (Android, BlackBerry y iPhone OS) a través de la potente herramienta Blackboard Mobile Learn.

i. *RCampus*: Es gratuito para los estudiantes y profesores. Los integrantes pueden utilizar RCampus para la gestión de sus cursos y asignaciones,

gestión de trabajo colaborativo y mantenerse en contacto con otros grupos de interés académico.

3. ***<u>En la nube</u>***: Son pocas las plataformas que se encuentran con dicha tecnología entre ellas:

    a. *Ecaths:* Es un sistema de gestión en línea de cátedras/materias cuya función principal es complementar la cursada presencial con un espacio virtual de interacción y construcción de conocimiento colectivo. es un emprendimiento desarrollado en Argentina a partir del año 2009 y cuenta en la actualidad con usuarios en toda Iberoamérica.

    b. *Edmodo:* Esta plataforma es conocida como "El Facebook de la educación", con una interfaz muy sencilla y accesible bajo las cuentas del "profesor", "estudiante" y "padre de familia", creando así una comunidad virtual, llevando a cabo todo lo que se puede hacer en una clase presencial pero si la comparamos con Schoology no es tan potente. Edmodo como herramienta de comunicación y evaluación para alumnos es muy buena pero Schoology es mejor.

    c. *Schoology*: Es un sistema que trabaja igual o similar a una red social, se puede agregar a compañeros de trabajo y unirse a grupos de discusión creados por otros profesores o iniciar uno nuevo. Si deseas crear un curso la plataforma genera un código de acceso el cual servirá a tus estudiantes para ingresar al curso asignado donde has agregado la información y materiales necesarios para aprender sobre el tema tratado.

d. *Udemy*: Es una plataforma muy interesante tiene una gran capacidad de almacenamiento donde puedes agregar videos, presentaciones en PowerPoint, documentos en PDF y más. Lo primero que tienes que hacer es registrarte y después creas tu curso de forma gratuita o le puedes poner un precio. El dinero será pagado vía PayPal pero Udemy solo permite cobrar por un curso si tiene el 60% de contenido en video.

D. *Conclusión de los LMS*:

Tabla 3:

Evaluación y medición de los MLS

LMS	Interac-tividad	Flexibili dad	Escala-bilidad	Estanda-rización	Usabi-lidad	Funcio-nalidad	Ubicui-dad	Persua bilidad	PROMEDIO	Persuabi-lidad Real
Chamilo	8,00	9,00	8,00	8,00	9,20	7,33	9,00	8,00	8,32	8,38
Dokeos	8,00	10,00	8,00	8,00	7,20	8,00	8,00	8,00	8,15	7,80
Claroline	7,71	10,00	8,00	8,00	6,80	8,00	8,00	8,00	8,06	7,63
Edu2.0	8,86	8,00	7,00	7,00	8,80	8,00	8,00	8,00	7,96	8,51
WizIQ	7,67	7,00	8,00	8,00	8,00	8,00	8,00	8,00	7,83	7,92
Almagesto	7,71	7,00	6,00	8,00	7,20	6,67	9,00	8,00	7,45	7,65
FirstClass	8,57	8,00	8,00	8,00	8,00	6,00	7,00	6,00	7,45	7,39
Saba	8,28	7,00	8,00	6,00	8,00	6,67	8,00	6,00	7,24	7,74
dotLRN	7,14	7,00	7,00	9,00	5,60	5,33	8,00	8,00	7,13	6,52
Moodle	6,57	7,00	6,00	9,00	6,00	7,33	5,00	8,00	6,86	6,23
Blackboard	7,00	6,00	6,00	7,00	7,60	6,00	6,00	6,00	6,45	6,65
Ecaths	6,29	5,00	8,00	4,00	7,60	9,33	5,00	6,00	6,40	7,05
Edmodo	5,71	6,00	6,00	6,00	6,40	7,33	7,00	6,00	6,31	6,61
Udemy	6,00	5,00	7,00	5,00	6,40	8,00	7,00	6,00	6,30	6,85
ATutor	6,00	8,00	6,00	8,00	4,00	6,00	6,00	6,00	6,25	5,50
Schoology	5,43	6,00	7,00	6,00	6,00	6,67	6,00	6,00	6,14	6,02
E-ducativa	4,67	5,00	7,00	8,00	6,00	4,67	5,00	6,00	5,79	5,08
Nixty	6,33	6,00	7,00	5,00	6,00	6,67	4,00	4,00	5,63	5,75
Sakai	6,00	6,00	8,00	6,00	4,00	4,67	6,00	4,00	5,58	5,17

V. Estudio de necesidades de la facultad de la UPR-Carolina

Para lograr las metas propuestas, estas devén estar enlazadas, alineadas con las necesidades actualizadas de la facultad de la institución, para ello, este plan utilizara los resultados que realizo la oficina de Título V Individual y los resultados de una encuesta hecha por el proyecto Tirulo V Cooperativo. A continuación se esboza los resultados de ambos estudios:

5.1 *Resultados de la encuesta a la facultad realizada por Título V Individual*

A) Introducción

Los resultados que se hace mención en esta primera parte, todos son del estudio realizado por el proyecto Título V Individual.

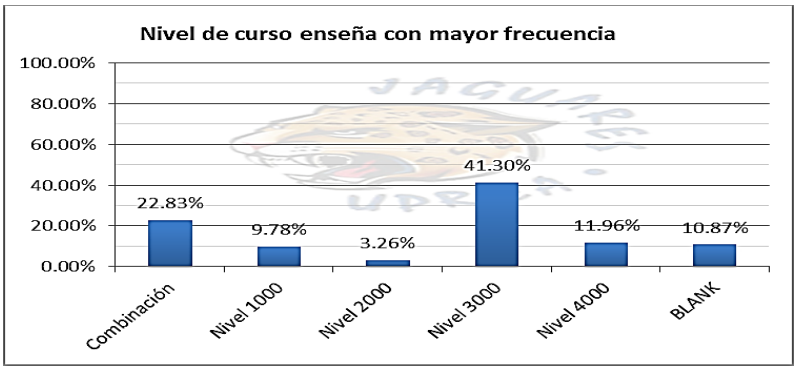
En octubre 2014, se sometió a los docentes de la UPR Carolina el Cuestionario de Necesidades para Desarrollo de Facultad. La invitación a participar se hizo llegar por conducto de la Decana Académica y de los directores académicos a cada miembro docente de la Institución.

El perfil de la Facultad que completó el cuestionario consiste mayormente de profesores a contrato (59%), con rango académico de instructor (50%). Según informado por la facultad de la UPRCA que participó en el estudio, el nivel de curso que enseñan más comúnmente es el 3000 (41%), lo que indica que en su mayoría son cursos que los estudiantes toman en sus primeros dos años de estudio. El 23% de la facultad mencionó que con frecuencia enseña cursos de distintos niveles (ver fig. 1). Esta pregunta exploró

la variedad en la oferta académica, en términos de tipo y modalidad de cursos. Esto es importante para determinar las áreas de capacitación en las que se podría dar mayor énfasis

Figura 1.

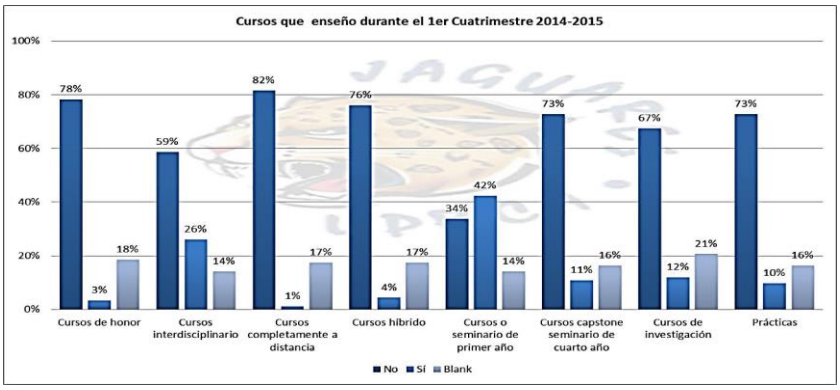
Nivel de curso que enseña con mayor frecuencia



Los tipos de curso más comunes entre la Facultad durante ese término académico fueron los seminarios o cursos de primer año (42% ofreció cursos o seminarios de primer año) y los cursos interdisciplinarios (26%) (ver Fig. 2).

Figura 2.

Cursos que enseñaba durante el primer cuatrimestre 2014-2015



Por otro lado, entre la oferta más limitada durante ese cuatrimestre están los cursos con modalidad a distancia o híbrida. Sólo el 4% de los profesores indicó estar ofreciendo un curso híbrido, mientras que sólo el 1% informó ofrecer un curso completamente a distancia.

En términos de prácticas actuales, cabe señalar que la facultad no reporta diversidad de preparaciones, es decir, los datos no muestran que el profesorado se involucre en la enseñanza de distintos tipos de curso. La mayoría de los docentes, no ha dictado un curso de honor, completamente a distancia, híbrido, "capstone" o de investigación en los últimos tres años (ver figuras 3-8).

Figura 3.

Enseñanza de un curso de honor

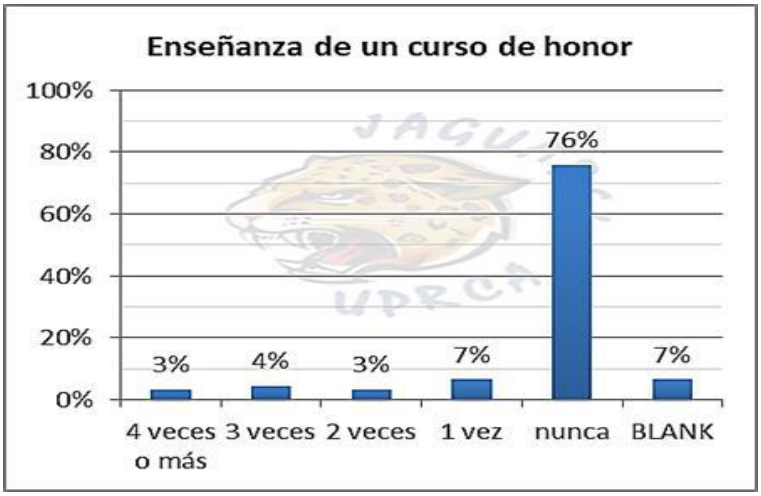


Figura 4.

Enseñanza de un curso Interdisciplinario



Figura 5.

Enseñanza de un curso completamente a distancia

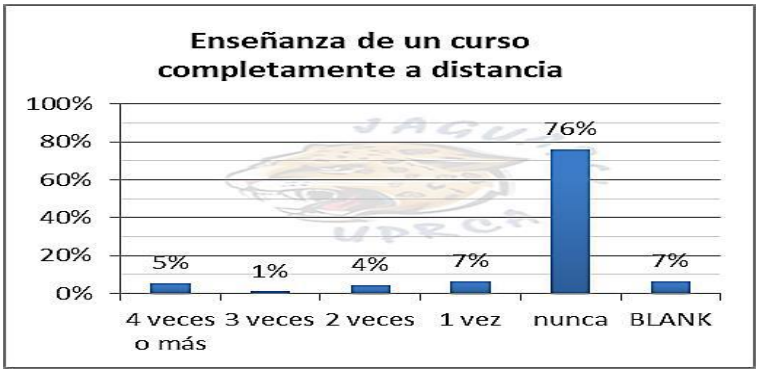


Figura 6.

Enseñanza de un curso hibrido

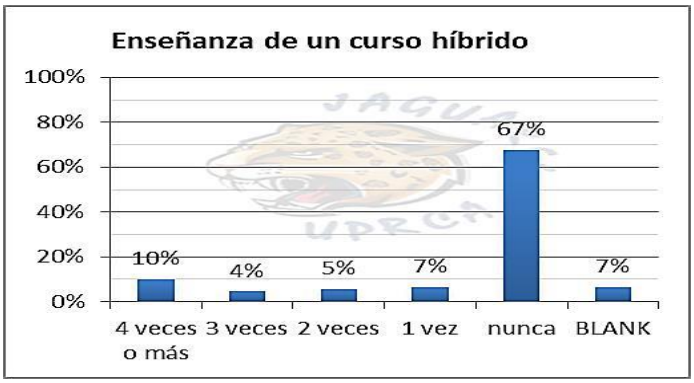


Figura 7.

Enseñanza de un curso o seminario de primer año

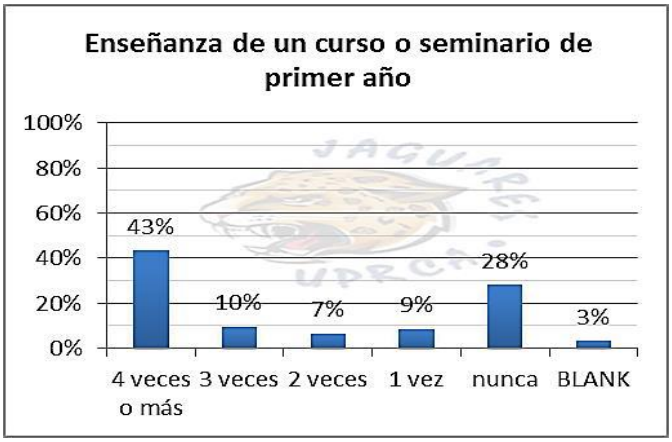


Figura 8.

Enseñanza de un curso de investigación



B) Planificación y Administración de Cursos

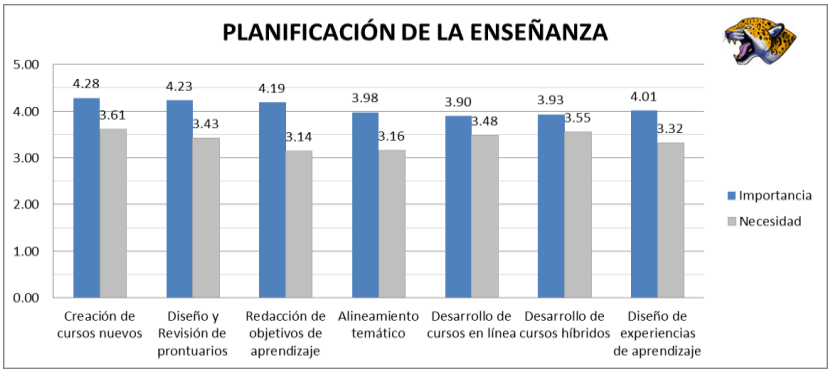
Otro aspecto explorado en este cuestionario fue la planificación y administración de los cursos. En el proceso de planificación, el 78% (n = 72) de los docentes indicó dedicar tres horas o más a la calificación de trabajos de los estudiantes. Cabe destacar que la calificación de trabajos de estudiantes es una de las tareas que más tiempo le consume

a la facultad; el 20% (*n* = 18) de los participantes indicó que éstos dedican 7 horas o más a la semana a esta tarea. Por otro lado, la tarea que más tiempo consume es la preparación de los cursos y actividades relacionadas. Al respecto, el 56% (*n* = 52) de los participantes informó dedicarle 6 horas o más a esta tarea; la misma es percibida por el 97% (*n* = 89) de los participantes como una de importancia.

Los datos fueron consistentes en demostrar que la facultad reconoce su necesidad de desarrollo en cada una de las áreas, particularmente, en la creación de cursos nuevos y desarrollo de cursos a distancia e híbridos. Las áreas en las que se indicó menor necesidad fueron la redacción de objetivos de aprendizaje y el alineamiento temático (ver fig. 9).

Figura 9

Planificación de la enseñanza



Por otro, lado la educación a distancia se ha convertido en una modalidad de educación muy importante en el siglo 21. Es a través de los cursos híbridos y los cursos en línea que las instituciones de educación superior han tenido la oportunidad de impactar una población mayor de estudiantes, que bajo otras circunstancias no hubiera tenido la oportunidad de tener una profesión. A la misma vez, la educación a distancia y los cursos

híbridos han abierto un abanico de posibilidades a las instituciones universitarias para reclutar una población más diversa y reducir costos operacionales.

Al auscultar el estatus de la educación a distancia y los cursos híbridos en la UPRCA, se encontró que el 76% (*n* = 70) de la facultad no ha ofrecido un curso completamente a distancia en los últimos dos años y que el 67% (*n* = 62) no ha ofrecido un curso híbrido en el mismo periodo (ver fig. 10 y 11).

Figura 10.

Enseñanza de un curso completamente a distancia

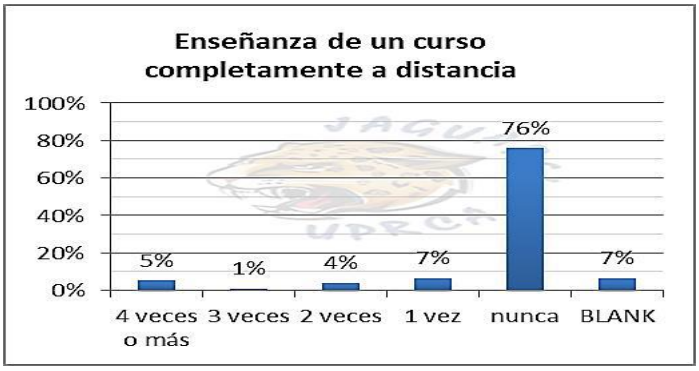
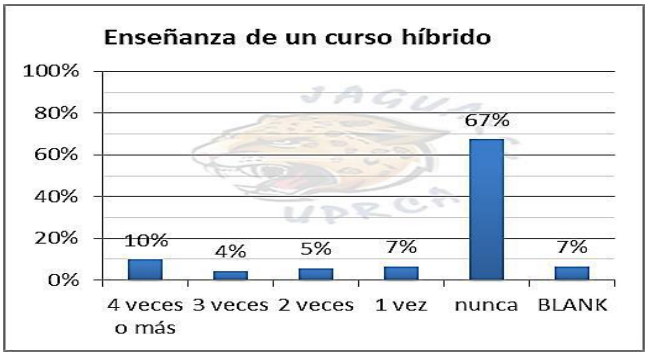


Figura 11.

Enseñanza de un curso híbrido

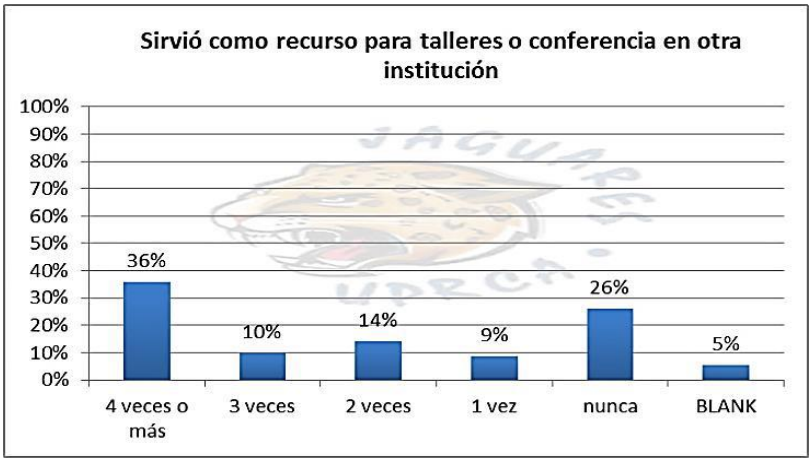


Específicamente, durante el primer cuatrimestre 2014-2015 el 82% de los docentes que participó en esta encuesta indicó que no estaba ofreciendo cursos completamente a distancia, mientras que el 76% indicó que no ofrecía cursos híbridos. Con respecto a la importancia de esta modalidad de enseñanza, se encontró que los docentes consideran que el desarrollo de cursos en línea y cursos híbridos tiene una importancia de cuatro o cinco puntos en una escala de cinco (66% y 62% respectivamente). Sin embargo, menos del 50% indicó tener necesidades altas en estas áreas.

Los servicios a la comunidad se observa que 36% indicó haber servido como recurso a otras instituciones en cuatro ocasiones o más en los pasados dos años. Sin embargo, el 26% informó que no sirvió como recurso en ningún momento durante ese periodo de tiempo (ver fig. 12)

Figura 12.

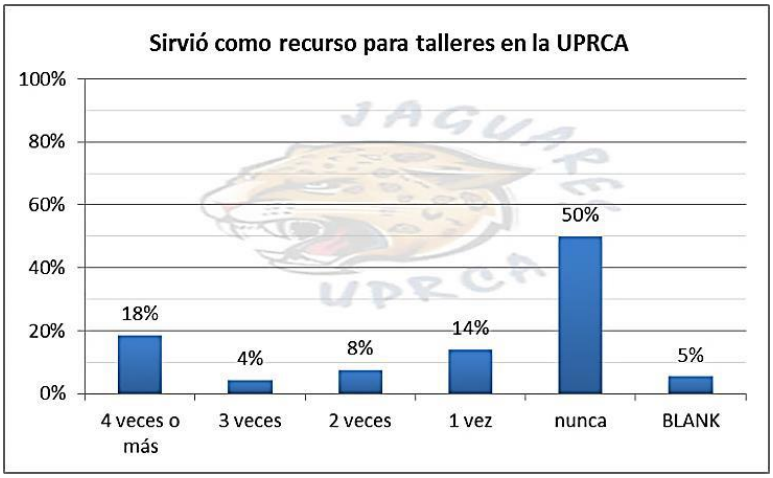
Porcentaje de la Facultad y veces en las que sirvió como recurso en alguna conferencia de asociaciones profesionales.



En términos de los servicios de la facultad a la comunidad universitaria se encontró que la mitad de los docentes no ha servido como recurso para talleres en la UPRCA en los últimos dos años. Sólo el 18% de los participantes (*n* = 17) indicó que en dicho periodo de tiempo han servido como recursos para talleres cuatro veces o más (ver fig. 13).

Figura 13.

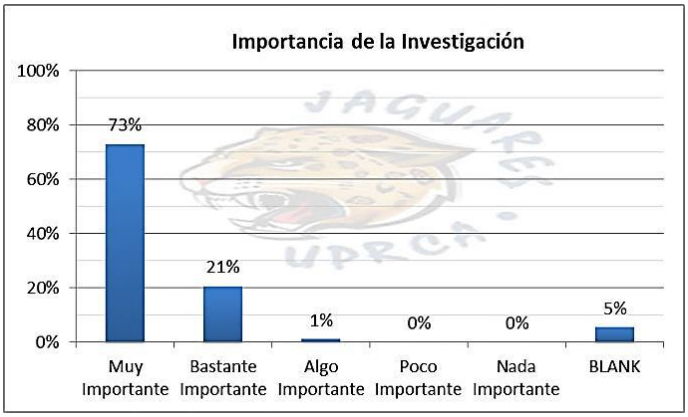
Porcentaje de la Facultad y veces en las que sirvió como recurso en talleres en la UPRCA



La actividad investigativa, según reportado por los participantes de esta encuesta, expresa que los resultados de este estudio demuestran que existe consenso entre la facultad acerca de la importancia de la investigación. El 94% de los participantes (n = 86) indicó que la investigación es bastante o muy importante (ver fig. 14).

Figura 14

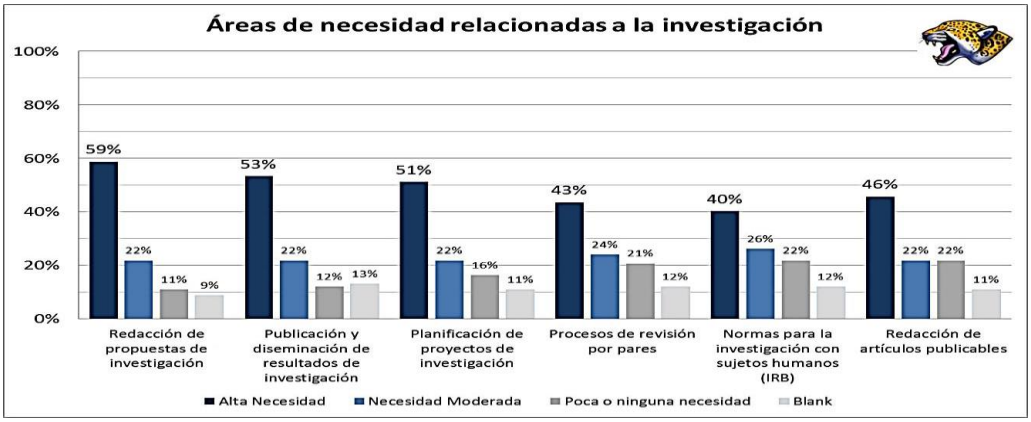
Importancia de la investigación en la facultad de la UPR-Carolina



Esta encuesta auscultó la importancia que los docentes atribuyen a varios componentes de la actividad investigativa: (a) Redacción de propuestas de investigación, (b) Publicación y diseminación de resultados de investigación, (c) Planificación de proyectos de investigación, (d) Normas para la investigación con sujetos humanos y (e) Redacción de artículos publicables (ver Fig. 15). Según muestran los datos, la facultad describe como importantes los distintos componentes de la investigación. Aunque los datos ilustran que la importancia que el profesorado adscribe a los componentes de la investigación es mayor a su necesidad percibida, éstos también reconocen cierto nivel de necesidad. Los datos muestran, que las áreas de mayor necesidad son: (a) la redacción de propuestas de investigación, (b) Publicación y diseminación de resultados de investigación y (c) Planificación de proyectos de investigación.

Tabla 15

Importancia y necesidad relacionadas a la investigación



Como parte de este estudio también se auscultaron las prácticas de divulgación que lleva a cabo la facultad. Se identificaron tres formas principales de divulgación: (a) ponencias en congresos y conferencias profesionales, (b) publicación en revistas arbitradas y (c) escritos para libros o manuales. El 55% (n = 51) presentó su trabajo de investigación en al menos una conferencia profesional en los últimos dos años; entre los cuales el 21% (n = 19) informó haber presentado su trabajo de investigación cuatro veces o más. Es importante señalar que más de una tercera parte de los participantes no presentó su trabajo de investigación en este tipo de conferencias (ver fig. 16)

Tabla 16

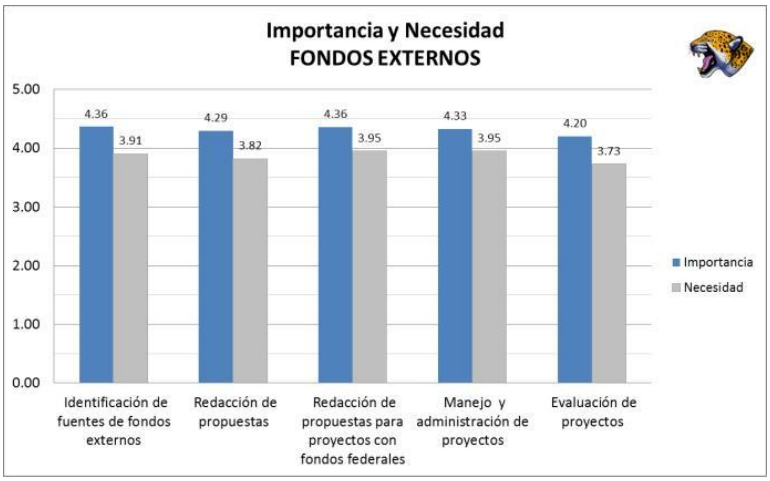
Presentación de trabajos de investigación en conferencias profesionales en los últimos dos años



Otro ámbito muy importante de la labor docente es la búsqueda e identificación de fondos externos que ayuden al financiamiento de sus trabajos de investigación, así como al mejoramiento de la Institución, ya sea directa o indirectamente. En este particular se auscultó la importancia que el profesorado atribuye a varios componentes del proceso de búsqueda de fondos externos, así como su nivel de necesidad de capacitación en los mismos. La figura 17 muestra los resultados para cada uno de estos componentes. En términos generales, toda la facultad atribuyó gran importancia a los procesos relacionados a la búsqueda de fondos externos. La importancia promedio para cada uno de los componentes se encuentra sobre 4.2, una escala de 5.0. De igual modo, los participantes indicaron necesitar desarrollar más conocimientos en esas áreas. Las áreas de mayor necesidad son: (a) Identificación de fuentes de fondos externos, (b) Redacción de propuestas para proyectos con fondos federales y (c) Manejo y administración de proyectos.

Figura 17

Importancia y necesidad en áreas relacionada a la búsqueda de fondos externos

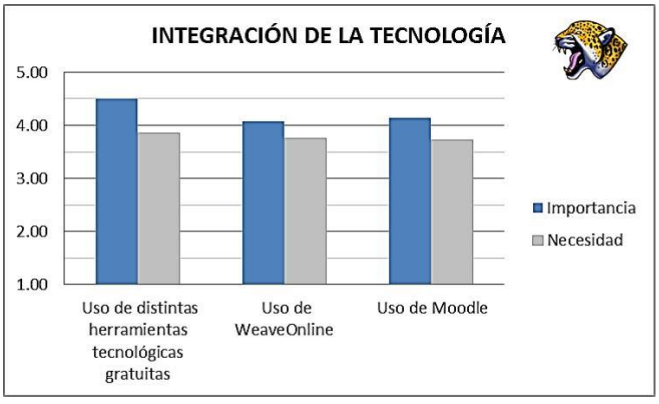


La UPRCA ha gozado en los últimos años de varias oportunidades de desarrollo tecnológico, muchas de éstas son el resultado de proyectos financiados bajo Título V. Ejemplo de esto son los salones multimedios y otros equipos tecnológicos que se han adquirido. Dada estas oportunidades y las proyecciones que hay de tener cada vez una universidad más eficiente y tecnológica, resulta indispensable que la facultad se encuentre actualizada y que integren la tecnología en sus procesos educativos. Por tal motivo este cuestionario exploró la importancia que los docentes atribuyen a la integración de la tecnología en sus prácticas educativas y el nivel de necesidad que estos perciben al respecto.

Los resultados de la encuesta muestran que éstos consideran que es importante el uso de distintas herramientas tecnológicas, así como *WeaveOnline* y *Moodle*. Sin embargo, el nivel de necesidad promedio adjudicado a las mismas se encuentra por debajo de 4.0 en una escala de 5.0 (ver fig. 18). A pesar de que el nivel de necesidad expresado por la facultad no es tan alto como el indicado en otras áreas de esta encuesta, los docentes podrían beneficiarse de mayor adiestramiento en el uso de herramientas tecnológicas gratuitas, sobre todo si estas se encuentran ligadas al proceso de enseñanza.

Figura 18

Importancia de la Integración de la tecnología en la facultad de la UPR-Carolina



C) Áreas de Prioridad en la Facultad de la UPR-Carolina

Esta sección presenta las áreas de necesidad identificadas en este cuestionario, con su respectiva prioridad para la Facultad de Ciencias Naturales y Ciencias Sociales, según estipulado en la propuesta de Título V, Expanding Students Options and Opportunities. Los resultados presentados en la Tabla 9 fueron utilizados en el diseño del Plan de Desarrollo de Facultad que se presenta en la siguiente sección (ver tabla 1)

Tabla 4

Prioridades de adiestramiento para la Facultad de Ciencias Naturales y Ciencias Sociales

No.	TEMA	% Facultad con necesidades de 4 0 más en escala de 5	Prioridad
1	Desarrollo de acuerdos colaborativos con representantes de funciones y la industria	71	1
2	Identificación de fuentes de fondos externos	66	2
3	Uso de distintas herramientas tecnológicas gratuitas	65	4
4	Colaboración interdisciplinaria con otros miembros de la facultad en UPRCA	65	5
5	Manejo y administración de proyectos	65	6
6	Redacción de propuestas para proyectos con fondos federales (Ejemplo Título V)	64	7
7	Redacción de propuestas de investigación	64	8
8	Redacción de propuestas	63	10
9	Desarrollo de relaciones colaborativas dentro del Sistema UPR	62	11
10	Uso de Weave Online	58	15
11	Publicación y diseminación de resultados de investigación	58	16
12	Creación de cursos nuevos	54	23
13	Desarrollo de cursos híbridos	54	23
14	Diseño de assessment	54	25
15	Análisis de resultados	54	25
16	Uso de Moodle	53	27
17	Desarrollo de cursos en línea	53	28
18	Redacción de artículos publicables	51	30
19	Diseño y Revisión de prontuarios	48	34
20	Mentoría en el área de investigación	45	38
21	Redacción de objetivos de aprendizaje	41	40
22	Mentoría en el área de enseñanza	34	47

5.2 *Encuesta Realizada por el Proyecto Título V Cooperativo*

Este estudio se realizó a comienzo del año 2015 con una encuesta a 56 facultativos. La encuesta a la facultad, se relacionaba con posibles talleres para que integren la tecnología en sus cursos de enseñanza. Se obtuvieron los siguientes resultados:

1. El 30 % de la facultad desea que se ofrezca el taller de: Integración de herramientas gratuitas en el proceso de enseñanza – aprendizaje.
2. El 28 % de la facultad desea que se ofrezca el taller de: Diseño de módulos instruccionales.
3. El 26 % de la facultad desea que se ofrezca el taller de: Integración de las "tablets" en la sala de clases.

Por otro lado, dicha encuesta arrojó que el horario más adecuado para que la facultad tome dichos talleres son los lunes, miércoles o viernes de 1:00 a 4:00 pm.

A continuación delineamos los puntos básicos de la encuesta y con un gráfico representando resultados de la encuesta;

Elementos de la encuesta:

1. Integración de herramientas gratuitas en el proceso de enseñanza-aprendizaje.
2. Diseños de módulos instruccionales.
3. Integración de “Tablets” en la sala de clases
4. Integración de recursos electrónicos para el acceso a información (base de datos, incluyendo libros electrónicos).

5. Consideraciones éticas y legales entorno al uso de recursos electrónicos de información.
6. Uso de los “Smart Board” en la sala de clases.
7. Manejo del paquete estadístico SPSS, para análisis de datos.
8. Integración de las redes sociales en los procesos de enseñanza-aprendizaje.
9. Uso de tecnología para el diseño de herramientas de avalúo (portafolio electrónico, blogs, rúbricas, etc.).
10. Creación de blog.
11. Integración de “Tablets” en la sala de presentaciones en power point.

A continuación los resultados de la encuesta se presenta en la figura l9, donde se encuentran el porciento de los posibles talleres que integran la tecnología en los cursos de enseñanza.

Figura 19

Resultado de la encuesta de los talleres de tecnología a integrar en la sala de clase por la facultad

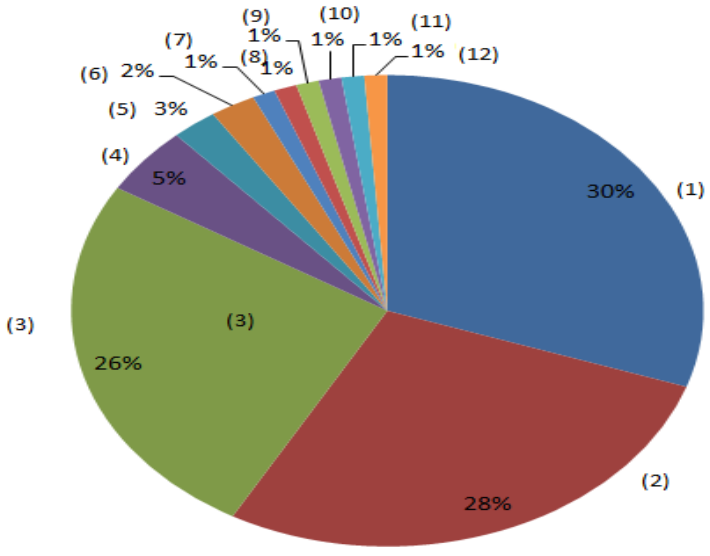
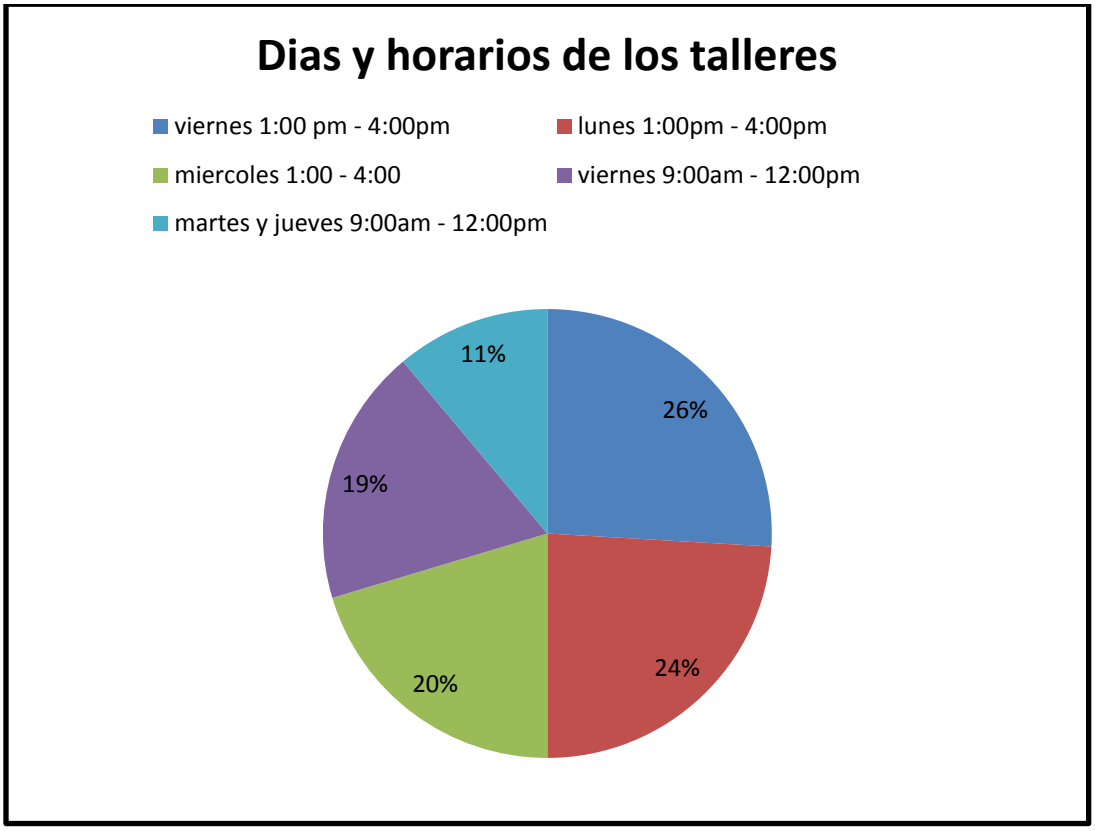


Figura 20.

Horario de preferencia por la facultad para la realización de talleres.



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ANEJO 10

Universidad de Puerto Rico en Carolina
Proyecto Título V Cooperativo
Grant Number: P031S130068

INFORME DEL COMPONENTE DE DESARROLLO DE LA FACULTAD

Presentado por:

Dr. José H. Álvarez Cuellar
Coordinador de Desarrollo Facultad
Proyecto Título V Cooperativo

septiembre del 2016

I. Introducción

El informe del Desarrollo de Facultad comprende del periodo de enero 2016 al 31 de septiembre del 2016 y describe el desarrollo de las metas y objetivos del programa Título V Cooperativo alineados a los objetivos del decanato Académico, los objetivos de la institución y de la UPR en general.

El Decanato Académico y el programa de Título V Cooperativo están comprometidos con el desarrollo de facultad en nuestra institución, para la mejora de los docentes tanto en la enseñanza como en la investigación, especialmente basado y dirigido a la facultad de Ciencias Naturales. El plan de Desarrollo de Facultad es un plan bien estructurado, organizado y dirigido utilizando investigaciones realizadas anteriormente por otras oficinas de la institución en la búsqueda de las necesidades de la facultad, uno llevado por la oficina de Título V Individual en el año 2014-15 y el otro por el proyecto Título V Cooperativo en el primer semestre del 2015.

El Plan de Desarrollo de Facultad elaboro cinco metas en colaboración con la Oficina de Desarrollo Institucional (ODI), el programa Título V Cooperativo y el Decanato Académico. Estas cinco metas son una guía y un contrato de principio y acción que nos identifica los objetivos medibles por 3 años consecutivos, de los cuales estaremos hablando del desarrollo de uno de ellos (2015-16) especialmente en el área de Ciencias y Tecnología de la UPR-Carolina.

Metas del Plan de Desarrollo de Facultad

1. Incrementar el número de docentes en un 25% (42) en el uso, manejo e integración académica de la Tecnológica, al finalizar el periodo de la propuesta.

2. Incrementar el número de docente en un 10% (20) con la certificación en estándares de calidad ofreciendo cursos en línea, al finalizar el periodo de la propuesta
3. Incrementar el número de docentes de Ciencias Naturales y Tecnología en un 15% (3) en la escritura de propuestas, al finalizar el periodo de la propuesta.
4. Incrementar el número de docentes de Ciencias Naturales y Tecnología realizando investigación en un 10% (6) al finalizar el periodo de la propuesta.
5. Incrementar el número de docentes de Ciencias Naturales y Tecnología asistiendo y haciendo presentaciones en foros científicos en un 10% (2) durante los años al finalizar el periodo de la propuesta.

Para cada una de las anteriores metas, se construyeron objetivos para el logro de estas, el cual, estaremos hablando en el capítulo II de su desarrollo en este informe.

Objetivos del Plan por cada Meta

I) Incrementar el número de docentes en un 25% (42) en el uso, manejo e integración académica de la Tecnológica, al finalizar el periodo de la propuesta

Objetivos para desarrollar la meta:

a. Instalar pantallas electrónicas en los salones de la UPR-Carolina.
b. Realizar Talleres sobre el manejo y mejor utilización de las pantallas a la facultad.
c. Incrementar en un 10% (21) el número de profesores tomando talleres en la plataforma Moodle durante los años de 2015-16.
d. Incrementar en un 10% (21) el número de profesores tomando talleres en la plataforma Moodle durante los años 2016-17 y 2017-18.

II) **Incrementar el número de docente en un 10% (20) con la certificación en estándares de calidad ofreciendo cursos en línea, al finalizar el periodo de la propuesta**

Objetivos para desarrollar la meta:

a. Capacitar a la facultad en los estándares de "Quality Matters", para el diseño de los cursos a distancia.
b. Realizar talleres de Moodle como plataforma principal en el ofrecimiento de los cursos a distancia.
c. Incrementar el número de profesores en el manejo de la plataforma Moodle
d. Realizar talleres de webinar y teleconferencia de diferentes temas, de la tecnología.
e. Incrementar el número de profesores certificados en educación a distancia.

III) **Incrementar el número de docentes de Ciencias Naturales y Tecnología en un 15% (3) en la escritura de propuestas, al finalizar el periodo de la propuesta**

Objetivos para desarrollar la meta:

a. Realizar talleres bajo el proyecto Título V Cooperativo.
b. Realización de talleres por agencias externas.
c. Realizar talleres en coordinación con la Universidad Central del Caribe de Bayamón (UCC).

IV) **Incrementar el número de docentes de Ciencias Naturales y Tecnología realizando investigación en un 10% (6) al finalizar el periodo de la propuesta.**

Objetivos para desarrollar la meta:

a. Realizar anualmente invitaciones a la facultad a realizar propuestas de investigación internamente.

b. Evaluar propuestas de investigación presentadas por la facultad.

c. Otorgar ayuda financiera para las propuestas de investigación.

V) **Incrementar el número de docentes de Ciencias Naturales y Tecnología Participando en Foros, Congresos, Conferencias de investigación en un 10% (6) al finalizar el periodo de la propuesta**

Objetivos para desarrollar la meta:

a. Preparar comunicación para que la facultad de Ciencias Naturales y Tecnología identifique foros, congresos, conferencias, etc., fuera y dentro de Puerto Rico de temas relacionados con su investigación para que asistan, presenten poster y hacer presentaciones.

Para el desarrollo de estos objetivos se utilizó una Metodología, la cual fue adecuada para cada evento, también se utilizaron estrategias de promoción para cada taller, simposio, conferencia, webinar o actividades, aprobada por el decanato de asuntos académicos de la institución Ver anejo 1.

Metodología para el desarrollo de los objetivos

a. Asistencia técnica para los profesores interesados en la escritura de propuestas de investigación para la facultad de Ciencias y Tecnología.

b. Plenarias de temas específicos para la facultad de Ciencias Naturales.

c. Seminarios y talleres de temas de interés relacionados en los objetivos, con metodología constructivista, cooperativa, de colaboración grupal y con un dialogo socrático.

d. Talleres para cursos en línea, con la integración de la tecnología.

e. Certificación en estándares de calidad para cursos en línea por “Quality Matters”

f. Conferencias en temas de investigación, procesos de enseñanza-aprendizaje en cursos en línea e integración tecnológica para la facultad de ciencias y tecnología.

Tanto las metas como los objetivos los he dirigidos en tres características principales del proyecto para este informe. Estas características o conceptos son: Cursos en líneas, Investigación Científica y redacción y construcción de propuestas. A continuación describiré el desarrollo de dichos objetivos, metas y características en la siguiente tabla.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	INDICADOR DE EVALUACIÓN
Meta (IV): Sistema's Biologics	Viernes, 26 /febrero/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, **UCC** de Bayamón	Por seleccionar.	1. Se le envío información vía correo electrónico a la facultad de Ciencias Naturales.
Meta (I): Moodle Parte 1 Plataforma Moodle 2.8: Que es Moodle? Incorporación de cursos, interfaz y plantillas etc.	Viernes, 11 de Marzo/16	4 horas	Sala de Destrezas de Información y Tecnología de la Biblioteca	Prof. Héctor Suero Álamo	1. Participaron 23 profesores de la UPR de Carolina. 2. Según la evaluación del taller, el 76.5% expresaron que los temas discutidos en el taller permiten conocer claramente cómo funciona Moodle 2.8; el 70.6 expreso que el taller fue de mucha ayuda para su desarrollo profesional. 3. Los participantes obtuvieron un 43% de respuestas correctas en la pre-prueba y el 88% en la post-prueba, con una ganancia del 45.6%.
Meta (III) Taller de Propuesta Federal para la Facultad de Ciencias Sociales	Jueves, 15 marzo/16	8:00 a.m. – 12:30 p.m.	UPR-Mayagüez Anfiteatro del Edificio de administración de Empresas	Unidad de Desarrollo de la Propuesta del Centro de Investigación y Desarrollo del RUM NEH (Fundación Nacional para las Humanidades) Oficial de Programas Marcos de plata.	1. Se le envío información vía correo electrónico al director CISO para que informara a su Facultad el 16 de feb-16 a las 4:16 p.m.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	INDICADOR DE EVALUACIÓN
Meta (I) y (II): Moodle 2.8 Parte 2 Herramientas – Como Editar el material de un curso en línea.	Viernes, 18 de marzo/16	4 horas	Sala de Destrezas de Información y Tecnología de la Biblioteca	Prof. Héctor Suero Álamo	1. Participaron 20 profesores de la UPR de Carolina. 2. Según la evaluación del taller, el 92.8% están totalmente de acuerdo o de acuerdo de que los temas discutidos en el taller permiten conocer claramente cómo funciona Moodle 2.8; y que el taller fue de mucha ayuda para su desarrollo profesional 3. Los participantes obtuvieron un 57.7% de respuestas correctas en la pre-prueba y el 83.1% en la post-prueba, con una ganancia del 25.4%.
Meta (IV): Sistema's Biologics	Viernes, 18 /marzo/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, UCC de Bayamón	Por seleccionar.	1. Se le envío información vía correo electrónico a la facultad de Ciencias Naturales.
Meta (IV): Remembering the future: Alzheimer's Disease as a model for neuropsychiatric disease	Viernes, 01abril/16	Una Hora. 9:00 am – 5:00 pm	Salón Gallardo del 4to piso del Hospital Universitario de Bayamón Dr. Ramón Ruiz Armau **UCC**-Bayamón	-Francés García, M.D -Mark W.Hamrick, PhD -Carlos M. Isales, M.D. -Meghan McGee-Lawrence, Ph.D. -Ofelia A. Olivero, Ph.D.	1. Se le envío información vía correo electrónico a la facultad de Ciencias Naturales.
Meta (I) y (II): Moodle 2.8 Parte 2 Moodle Parte 3	Viernes, 8 de abril/16	4 horas	Sala de Destrezas de Información y Tecnología de la Biblioteca	Prof. Héctor Suero Álamo	1. Participaron 14 profesores de la UPR de Carolina y cuatro se excusaron.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	INDICADOR DE EVALUACIÓN
Meta (I): Taller de tecnología en el manejo del programa Remark Office OMR para escanear y analizar pruebas.	Jueves 14 abril/16	11 a.m. – 12:00 p.m.	Sala de Conferencia #2 de ODI 2do Piso de la Biblioteca	Dr. José Habacuc Álvarez	1. Participaron 13 profesores de la UPR de Carolina de diferentes departamentos. 2. Según la evaluación del taller, aproximadamente el 70% están totalmente de acuerdo o de acuerdo de que el temas discutidos en el taller permiten conocer un poco mejor el escaneo y análisis de pruebas. 3. Los participantes obtuvieron un 30% de respuestas correctas en la pre-prueba y el 65% en la post-prueba, con una ganancia del 35%. 4. Solicitaron que por favor se repitiera el taller puesto que el tiempo fue muy corto.
Meta (II): Capacitación de la facultad en los estándares de *Quality Matters.*	Jueves, 15/ abril/16	11 a.m. – 12:00 p.m. Y 1:00 p.m. – 4:00 p.m.	Sala de Destrezas de Información y Tecnología de la Biblioteca	Personal experto de Quality Matter la Dra. Diana Riberman	1. Participaron 18 profesores de la UPR de Carolina de diferentes departamentos. Tres (3) decanos, cuatro (4) directores de departamentos y 11 profesores 2. Los temas y actividades realizadas en el taller fueron: estándares de Quality Matter, características de los estándares, foco y cobertura de los estándares, la investigación en QM para la validación de los estándares y medición de la calidad de los cursos en líneas.
Meta (IV): Seminario: Sistemas Biológicos	Viernes, 15/abril/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, **UCC** de Bayamón	Por seleccionar.	Se le envío información vía correo electrónico a la facultad de Ciencias Naturales.
Meta (IV): Seminary: Enhncing anti-tumor killer T cell responses in the GL261 model of glioblastoma multiform.	Viernes, 22/abril/16	Una Hora. 11:00 am – 12:00 pm	Room 101 Basic Science Building, **UCC** de Bayamón	Aaron J. Jhonson, Ph.D. Associate Prof. dept. of Immunology and Neurology Mayo Clinic	Se le envío información vía correo electrónico a la facultad de Ciencias Naturales.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	INDICADOR DE EVALUACIÓN
Mata (I) y (II): Ley de Derechos de autor y el manejo de Recursos de Información Electrónicos	Viernes 22/abril/16	6 horas 9:00 a.m. – 12 p Y 1:00p.m.- 4:00 pm	Sala de Teleconferencia del segundo piso de la Biblioteca	Licenciado Enrique Castellanos	1. Participaron 21 profesores de la UPR de Carolina de diferentes departamentos. dos (2) decanos, tres (3) directores de departamentos y 16 profesores. 2. Según la evaluación del taller, aproximadamente el 87.6% están totalmente de acuerdo o de acuerdo de que los temas discutidos en la conferencia, que permiten conocer mejor el manejo de diferentes recursos de información con respecto a la Ley de Derechos de Autor. El 93.8% expresa que el recurso demostró dominio del tema, mientras que el 6.2% expresa estar en desacuerdo. El 81.3% de los profesores expresa que estar totalmente de acuerdo en que el taller fue de mucha ayuda para el desarrollo profesional. Ver anejo 2 Informe ley de derecho de autor.
Meta (I): Meta (I) y (II): Moodle 2.8 Parte 4 Exámenes, pruebas cortas, foros, manejo de notas, integración de archivos y videos, diseño y organización de cursos, integración de aplicaciones o herramientas de Web 2.0.	Viernes, 6 de Mayo/16	4 horas	Sala de Destrezas de Información y Tecnología de la Biblioteca	Prof. Héctor Suero Álamo	1. Participaron 18 profesores de la UPR de Carolina. 2. Según la evaluación del taller, el 100% están totalmente de acuerdo o de acuerdo en que los temas discutidos en el taller permiten aclarar las dudas sobre Moodle 2.8 y El taller fue de mucha ayuda para el desarrollo profesional 3. Los participantes obtuvieron un 74.1% de respuestas correctas en la pre-prueba y el 100% en la post-prueba, con una ganancia del 25.9%.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	INDICADOR DE EVALUACIÓN
Mata (I): Taller: integración de dos aplicaciones para los cursos en la plataforma de Moodle	Jueves 6 de Junio/16	11 a.m. A 12:01 p.m.	Sala de Destrezas de Información y Tecnología.	Prof. Ángel Millán Hernández Prof. Rosana Torres Cintrón	Facultad en preparación a la construcción de cursos en línea. El profesor Millán posee las estadísticas del taller.
Meta (I Instalación de 19 proyectores S510	Lunes 6 de junio al jueves 25 de sept. de 2016	Un mes	Salones de Ciencias Naturales	Oficina de Sistema de Información OSI	Se pasó revista directamente por la directora de Título V cooperativo, tomando algunas fotos.
Meta (III): Taller: Escritura de Propuestas para la facultad de ciencias y tecnología	Jueves, 9 de sept 2016	9:00 a.m. hasta las 3:00 p.m. Total 6 horas	Salón Restaurante 3er Piso de la Biblioteca	NSF Staff: 1. Dr. Linda Hyman 2. Dr. Wilson A. Francisco 3. Dr. Reyda González-Nieves 4. Dr. Larry Halverson	1. Participaron 53 profesores investigadores de diferentes universidades de Puerto Rico entre ellas UPRC, UPRRP, UPRB, UPRP, UPRA, UPRH, UPRM, UPRCM, INTER, UMET, UCC-Bayamón entre otras. 2. 21 investigadores se inscribieron para realizar preguntas individuales con el STAFF de NSF. 3. Según la evaluación del taller realizada por investigadores que asistieron, se concluye que: a) El 96.7% del Staff de NSF tiene conocimiento del tema b) Sobre la eficiencia de la presentación el 100% expresaron que es buena o Excelente. c) El 93.3% expresaron que el nivel de satisfacción con el taller era excelente o bueno e igual porcentaje para la organización.

TALLERES y/o ACTIVIDADES	FECHA	DURACIÓN	LUGAR	RECURSO	INDICADOR DE EVALUACIÓN
Mata (I) : Teorías de aprendizajes y los diferentes modelos de diseño instruccional dentro de la experiencia de educación a distancia	Viernes, 9 de sept.2016	1:00 p.m – 3:30 p.m.	Sala de Destrezas de Información y Tecnología.	Prof. Antonio Delgado Pérez	1. 12 Profesores asistieron al taller. 3 del departamento de Español; dos del departamento de Ingles y de la biblioteca; uno de Sistema de Oficina, Administración de Empresas, de la oficina de Avalúo, del Departamento de Educación y del Decanato Académico. 2. Según la evaluación del taller, los profesor expresaron que: a) El 80 % del conocimiento del tema por el recurso fue excelente y el 20% dijo que era bueno. b) El 70% expreso que la efectividad del taller es excelente, sin embargo el 30% dijo que era bueno. E igual forma expresaron en la satisfacción del taller.

A) *Impacto institucional:* Los anteriores objetivos están alineados con la *visión y misión* del plan estratégico *de la Institución*, en especial "La Universidad de Puerto Rico en Carolina estará a la vanguardia en la utilización de procesos de enseñanza-aprendizaje centrados en métodos pedagógicos innovadores que incorporen el uso creativo de la tecnología y transciendan el salón de clase" y "Fomentará el desarrollo profesional de su facultad y atraerá educadores e investigadores que sobresalga en la investigación, docencia y creatividad", como también a algunos *objetivo*s de *Diez para la Década* de la Universidad de Puerto Rico en especial " II. Cultura académica de actualización, experimentación y renovación; III. Investigación y labor creativa competitiva; IV. Cultura de evaluación y avalúo institucional; V. Actualización tecnológica" y a los objetivos del programa Título V Cooperativo.

Atentamente,

Prof. Raquel Martí
Directora de Título V Cooperativo

José H. Álvarez Cuellar
Catedrático Auxiliar
Investigador Auxiliar
Faculty Develompment Coordinator
Programa Título V Cooperativo

Appendix 34

Certification 25, (2003-2004)

The University of Puerto Rico procures, as part of its mission, the optimal formation of the students it admits. In order to do this, it should make sure that its admission criteria will permit to identify, among the applicants, those who have the potential to assume the educational and academic challenges that studies in a quality higher education institution suppose.

The admission policy of the University has been precisely elaborated with the goal of predicting such potential, according to the requirements of the diverse academic programs that the institution offers. On the other hand, this admission policy procures to guarantee applicants, their parents, and the country in general, that the University of Puerto Rico utilizes formal and equitable admission criteria and proceedings.

1. ADMISSION REQUIREMENTS FOR ACADEMIC POTENTIAL

    A. The University of Puerto Rico's admission requirements for academic potential will be:
        1) Having complied with graduation requisites of a licensed public or private high school, as required by the corresponding jurisdiction, or having approved the Puerto Rico's Department of Education equivalency test;
        2) Having taken the required entrance exam; and
        3) Complying with the admission index established for the study program.

2. ADMISSION INDEX

    For this Certification purposes, the Admission Index will be calculated based in normalized and standardized values of the high school average, and the scores of the verbal and mathematical reasoning parts of the entrance exam, assigning a weight of 50%, 25%, and 25%, respectively.

Appendix 35

Certification #18 (2020-2021)
Transfer Procedures and Requisites

III. **Procedure for transfer or consideration of transfer application**

1. Transfer applications will be received in the Admissions Office.
2. The Admissions Office's Director will process the application as follows:
    a. She will evaluate the applicant's record.
    b. She will verify that the application is complete, complies with the described dispositions, and will recommend eligibility.
    c. She will summon the Committee, according to the selected program, and will evaluate the student's record.
    d. The Department Director, along with the Registrar Office's Director, will proceed to determine validations of courses the student has approved in the institutions of origin. The specific courses to enroll as a result of this evaluation will be determined from the assessment of the student's record according to the concentration he/she has been admitted through transfer.
    e. The Department's Director will be able to utilize other considerations such as interviews, or a request for additional information before making any recommendations to the Admission Committee. In case of needing to clarify or receive recommendations, the director may convene his/her curriculum and/or departmental committee.
    f. The Department's Director, along with the Registrar's Office, will issue the result of the credit validation, previous to the transferred student's registration date.
    g. The Admissions Office will notify the applicant student and will recommend an orientation with the Financial Aid office.
    h. The Committee will re-evaluate the reconsideration applications (only one reconsideration).

IV. **Requisites to request transfer**

1. Admission to academic programs
    a. Not having studied in the University of Puerto Rico system.
    b. The applicant student with (twelve) 12 approved credits or more at the moment of applying for transfer must have a minimum point average of 2.50. Students who have less than (twelve) 12 approved credits must comply with the established IGS for the program they want to transfer to in the year of application.
    c. Courses approved with a D grade, will be considered for the purpose of calculating the number of credits approved by the student. Courses in which the student has obtained a D or an F will be computed to determine his/her general point average.
    d. Transfer admissions will be considered for the first and second quarter term.
    e. In exceptional cases, for example: athletes, musicians, students with disabilities, and others who do not comply with the before mentioned requisites, but who have a general minimum point average of 2.00, will be evaluated by the Dean of Academic Affairs before being recommended by the Department Directors.

Appendix 36

UNIVSERSITY OF PUERTO RICO
BOARD OF TRUSTEES

DEPARTAMENTO DE ESTADO

Núm. Reglamento **7471**
Fecha Rad: **5 de marzo de 2008**
Aprobado: Hon. Fernando J. Bonilla
Secretario de Estado
Por:
Francisco José Martín Caso
Secretario Auxiliar de Servicios

System-Wide Policy for the Acceptable Use of Information Technology Resources Throughout the University of Puerto Rico
Certification No. 35 (2007-2008)

BOARD OF TRUSTEES
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 35
2007-2008

I, Salvador Antonetti Zequeira, Secretary of the Board of Trustees of the University of Puerto Rico, DO HEREBY CERTIFY THAT:

The Board of Trustees, in its regular meeting held on February 16th, 2008, approved the following:

WHEREAS: On December 15th, 2007, by Certification No. 25 (2007-2008), the Board of Trustees proposed the approval of a new *System-Wide Policy for the Acceptable Use of Information Technology Resources Throughout the University of Puerto Rico* with the purpose of redefining the current rules, to allow for the better use of the technological resources in a safe environment, to facilitate and promote the efficient and effective use of existing and new technologies, to allow the adoption of security and privacy measures by the user, to provide access to the modern resources available in contemporary universities and to promote the institutional objectives in a more useful and efficient way, as indicated in the enclosed documents which contain the Spanish and English texts of the new policy, which are an integral part of this certification; providing also, that on the date of effectiveness of the new policy, the current policy adopted with Certification No. 72 (1999-2000) of this board shall be without effect; and

WHEREAS: In accordance with the Uniform Administrative Procedures Act of the Commonwealth of Puerto Rico, Law No. 170 of August 12th, 1988, as amended, the Board published on December 21st, 2007 a public notice in a general circulation newspaper in Puerto Rico about the proposed action, and gave opportunity to submit commentaries in writing during a term of no less than thirty (30) days, commencing on the date of publication of the notice; and

WHEREAS: The Board of Trustees, within said term and before making a definitive determination about the adoption of said new policy, received some commentaries on the matter, took them into consideration and accepted to incorporate various recommendations which improved the proposed policy; and now,

PO BOX 23400, SAN JUAN, PUERTO RICO 00931-3400
TEL. (787) 758-3350, FAX (787) 758-7196

THEREFORE: In virtue of the aforementioned, the Board of Trustees resolved:

1. **To approve the *System-Wide Policy for the Acceptable Use of Information Technology Resources Throughout the University of Puerto Rico,* as indicated in the enclosed documents that contain the Spanish and English texts of the new policy, which are an integral part of this certification; and to provide that on the date of effectiveness of the new policy the current policy approved by Certification No. 72 (1999-2000) shall be without effect;**
2. **To determine that the aforementioned policy be filed for registration at the State Department of the Commonwealth of Puerto Rico, in accordance with the above mentioned Uniform Administrative Procedures Act;**
3. **To provide that this policy shall be in effect in thirty days (30) after its filing at the Department of State.**

Issued under the seal of the University of Puerto Rico, this 19th day of February 2008.

Salvador Antonetti Zequeira
Secretary

System-Wide Policy for the Acceptable Use of Information Technology Resources throughout the University of Puerto Rico

CONTENT INDEX

I. SCOPE….. ……...……1

II. LEGAL BASIS.……. 1

III. OBJECTIVES …… 1

IV. ASSUMPTION OF ALTERNATE GENDER …… 1

V. STATEMENT OF POLICY ...…. …… 2

VI. USER´S RIGHTS AND RESPONSIBILITIES ……...……. 2

A. Use Means Acceptance of Policies and Norms ...…….. . 2

B. Privacy and Security Awareness …….……. 3

C. Consequences of Violations …….…… 3

VII. THE UNIVERSITY´S RIGHTS AND RESPONSIBILITIES ……... 3

VIII. FUNCTIONAL RESPONSIBILITIES …... …… 3

A. Vicepresident for Research and Technology……..…… 3

B. Information Systems Office (ISO) ……..……. 4

IX. EFFECTIVE DATE ……...……..... 5

SYSTEM-WIDE POLICY FOR THE ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES THROUGHOUT THE UNIVERSITY OF PUERTO RICO

Approved by the Board of Trustees,
Certificate No. 35 (2007-2008)

I. SCOPE

This Policy applies to all users of the University of Puerto Rico's ("the University") Information Technology (IT), including but not limited to students, faculty, researchers, and staff. Third parties who use any part of the University's Information Technology, such as contractors, outside vendors, consultants, or visitors, are also subject to this Policy, including when they connect proprietary equipment to the University network or install proprietary software on University computers. Unawareness of the existence of this Policy, or of any part of this Policy, does not excuse users from its compliance.

II. LEGAL BASIS

This system-wide policy and procedure is formulated in compliance with all applicable dispositions of the University of Puerto Rico Act, Law No. 1 of January 20, 1966, as amended, and the General Regulation of the University of Puerto Rico.

III. OBJECTIVES

The purpose of this policy is to define a normative framework that enables members of the University community to make the best use of technology resources in a secure environment that promotes the University's objectives of transmitting and increasing knowledge through instruction, research, and service outreach. Specifically, this Policy aims to achieve the following:

A. Safeguard the integrity of computers, computer-related equipments, networks, systems, programs, and data, regardless of whether or not these are located on University grounds;

B. Ensure that use of electronic communications complies with applicable University, Commonwealth, federal and international laws, policies, norms, and procedures;

C. Protect the University against damaging security and legal consequences.

IV. ASSUMPTION OF ALTERNATE GENDER

All titles, positions, and functions within this Policy are non gender-specific, for they may refer to or be occupied or exercised by male or female persons, indiscriminately.

V. POLICY STATEMENT

Computers, networks (including wireless networks), and electronic information systems are essential resources for accomplishing the University of Puerto Rico's mission of instruction, research, and service outreach. The University grants members of the University community shared access to these resources - as well as to local, national, and

international sources of information - in support of accomplishing the University's mission. These resources are a valuable community asset to be used and managed responsibly to ensure their integrity, security, and availability for appropriate educational, research, service, and other institutional activities. Users are required to use IT resources effectively, efficiently, and responsibly; in a manner that does not affect the quality, timeliness, or delivery of a person's work to the University nor hamper the rest of the community's ability to conduct their work for the University.

Freedom of expression and an open environment for learning and sharing information are valued, encouraged, supported, and protected at the University of Puerto Rico. Censorship is incompatible with the goals of an institution of higher education. Research and instruction take many forms. Therefore, information accessible from available electronic sources may not be restricted through censorship, as long as this information is not constrained by law or regulations and it is used for lawful purposes. The University will promote the appropriate use of technology, mainly through education, to encourage responsible management of technology and the information that is accessed.

Access to the information resource infrastructure both within and outside University grounds, sharing of information, and security of intellectual products, all require that every user accept personal responsibility for protecting the rights of the community. Users should be aware that actions conducted using information technology will be held to the same standards as any other action in the work place. The University will deal promptly with all violations of any law or university policy.

VI. USER'S RIGHTS AND RESPONSIBILITIES

Members of the University community are granted access to information technology resources in order to facilitate their University-related academic, research, service, and job activities. Occasional personal use of information technology is allowed, as long as this personal use does not interfere with job performance nor violate any existing policy, regulation, or law. Assessment of an employee's job performance may consider the employee's personal use of information technology resources; and a supervisor may request a change in this personal use as a condition for continued employment, if deemed necessary.

A. Use Means Acceptance of Policy and Norms

By using the University's IT resources, users agree to abide by this Policy, as well as all relevant University policies, norms, and procedures, and current federal and Commonwealth laws. Users are responsible for the following tasks:

1. Review, understand, and comply with all policies, procedures and laws related to access, acceptable use, and security of University information technology resources;
2. Request system administrators or data custodians for clarification on access and acceptable use issues not specifically addressed in University policies, regulations, standards, and procedures; and
3. Report possible policy violations to the appropriate entities.

B. Privacy and Security Awareness

The University recognizes the user's right to privacy and security; and will take reasonable measures to protect the security of the information technology resources assigned to individual users. The user's personal information will be maintained in a secure environment; and only accessed by authorized employees that need the information to do their job. Should the need arise to intervene with a person's right to privacy in the course of any investigation regarding inappropriate use of information or technology resources, the University will do so following existing legal procedures. Users should follow the appropriate security procedures to assist in keeping equipment, systems, applications, and accounts secure. These procedures are available through the System or Campus Information Systems Offices (ISO).

C. Consequences of Violations

Access privileges to the University's Information Technology resources will not be denied without cause. The University may temporarily deny access to these resources if, during the course of an investigation, it appears necessary to protect the integrity, security, or continued operation of its computers, systems, applications, and networks or to protect itself from liability. Alleged violations of University IT policies shall be referred to appropriate University officials for resolution or disciplinary action. The University may also refer suspected violations of the law to the appropriate law enforcement agencies. Depending upon the nature and severity of the offense, policy violations may result in loss of access privileges, University disciplinary action, and/or criminal prosecution.

VII. THE UNIVERSITY'S RIGHTS AND RESPONSIBILITIES

The University owns the applications, systems, computers, and networks that comprise the University's technical infrastructure. Likewise, the University owns all data that reside on this technical infrastructure; and is responsible for taking the necessary measures to ensure the integrity, security, and confidentiality of its systems, applications, data, and user accounts.

When the University becomes aware of violations, either through routine system administration activities, audits, or from a complaint, it is the University's responsibility to investigate as needed or directed, and to take whatever necessary actions to protect its resources and/or to provide information relevant to any investigation underway. University offices, campuses, faculties, and facilities shall cooperate and work alongside appropriate University and law enforcement officials investigating these violations.

VIII. FUNCTIONAL RESPONSIBILITIES

A. Vice President for Research and Technology

The Vice President for Research and Technology (VPRT) reports directly to the President; and is an integral part of the upper management of the University of Puerto Rico. The VPRT will disseminate this Policy throughout the University of Puerto Rico. The VPRT will also develop general, system-wide standards, and procedures consistent with this Policy regarding the use of IT resources. This person promotes the

implementation and execution of a continuous system-wide educational campaign to guide the University in the appropriate use of Information Technology.

B. Information Systems Office [ISO]

1. ISO Directors are responsible for leading their individual offices to achieve the goals outlined for their offices. The ISO Directors will promote collaboration, knowledge- and resource-sharing among the different ISO's, and in coordination with the System ISO, located at Central Administration. The University supports the use of IT resources through the System ISO and the different Campus ISO. University technology and the responsibilities of the ISO personnel that support it will be consistent with this Policy, the institutional strategic plan, and the specific needs of the office, campus, faculty, or facility.

2. All acquisition of University computers, computer- and network- related equipments, and software, as well as any proposed implementation of information systems or information technology, shall be coordinated through the corresponding System or Campus Information Systems Office to guarantee compatibility with the existing IT infrastructure and compliance with this Policy and System-wide Standards and Procedures. The ISO will promptly issue its recommendations on changes, updates, and implementation of the existing or proposed technology, to avoid undue delays. The ISO will participate in the planning, acquisition, development, and implementation stages of technological projects or institutional projects that use technology, under one or more of the following conditions: (a) if the new technology integrates to technologies managed by ISO; (b) if ISO will manage the new technology after it is implemented; or (c) if ISO's participation serves the University's best interests.

3. ISO will implement local policies and procedures subordinate to this Policy and to the system-wide Standards and Procedures issued for implementing, administrating, and using Information Technology within the University premises to which the ISO is assigned. These local policies and procedures may provide additional detail, guidelines, and/or restrictions, so long as they are consistent with this Policy and the system-wide Standards and Procedures.

4. ISO will support the IT resources within the office or campus to which the ISO is assigned. ISO collects key performance indices to measure the level of service provided to users in support of information technology use, and compares these metrics against established service level expectations and needs, to gauge the level of service provided. As required, the ISO will define and execute the steps necessary to bring actual service performance in line with expected service levels and available resources.

5. ISO shall take steps to promote and maintain an environment of continuous learning and continuous process improvement among its staff. ISO will guide university users in the appropriate and efficient use of IT.

6. The University empowers ISO with authority to protect information technology resources and data. ISO personnel will treat the content of institutional data,

individually assigned accounts, and personal communications as private and will not examine or disclose this content, except: (1) as may be required for system maintenance, including security measures; (2) when there exists a documented reason to believe that an individual is violating the law or University policy; or (3) as permitted by applicable policy or law.

7. The data registered, maintained, stored, and accessed through the University's information systems is a critical resource that must be protected. In consultation with knowledgeable University officials, ISO will determine the criticality and sensitivity of University data and the applications that use it. ISO will ensure that appropriate security measures and standards are implemented and enforced. In case of doubt, ISO will treat information as confidential until otherwise informed.

8. Each Information Systems Office is charged with providing information technology resources to users with a legitimate need, while at the same time protecting the University's network, systems, and data from unauthorized access and abuse. ISO will coordinate with designated office, campus, faculty, or unit technical and security staff to ensure the confidentiality, integrity, and availability of University systems; and make sure that appropriate and timely action is taken, as required. The ISO will take reasonable actions to ensure the authorized use and security of the data, systems, networks, and the communications transmitting through these systems or network. ISO will review the access rights of legitimate users on a regular basis.

IX. EFFECTIVE DATE

This Policy shall be effective thirty-days (30) after its filing in the State Department.

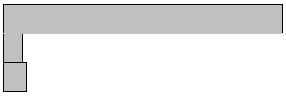
Upon the aforementioned effective date, Certifications No. 49 (1994-1995) and No. 72 (1999-2000), as well as any other current conflicting certification, policy, norm, procedure, or regulation, will no longer be effective.

Appendix 37

1a. When did you first use tobacco (smoked)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never used	80	78	191	91	10	83	281	87.0
02 Prior to attending college	15	15	4	2	0	0	19	5.9
03 After attending college	7	7	14	7	2	17	23	7.1
Valid responses =	102	32	209	65	12	4	323	82.0

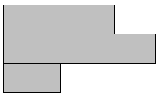
Invalid responses include no response or multiple responses.



1b. When did you first use alcohol (beer, wine, liquor)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never used	38	35	79	36	2	15	119	34.7
02 Prior to attending college	51	46	104	47	8	62	163	47.5
03 After attending college	21	19	37	17	3	23	61	17.8
Valid responses =	110	32	220	64	13	4	343	87.1

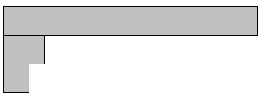
Invalid responses include no response or multiple responses.



1c. When did you first use marijuana (pot, hash, hash oil)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never used	77	74	175	83	8	67	260	79.3
02 Prior to attending college	20	19	20	9	2	17	42	12.8
03 After attending college	7	7	17	8	2	17	26	7.9
Valid responses =	104	32	212	65	12	4	328	83.2

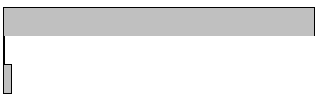
Invalid responses include no response or multiple responses.



1d. When did you first use other illegal drugs

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never used	96	95	206	99	11	92	313	97.2
02 Prior to attending college	1	1	0	0	0	0	1	0.3
03 After attending college	4	4	3	1	1	8	8	2.5
Valid responses =	101	31	209	65	12	4	322	81.7

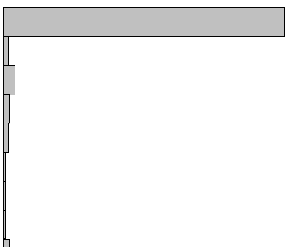
Invalid responses include no response or multiple responses.



2a. During the past 12 months about how often have you used tobacco (smoked)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use	83	82	197	91	8	80	288	87.8
02 Once/yr	1	1	4	2	0	0	5	1.5
03 2-6 times/yr	3	3	8	4	1	10	12	3.7
04 Once/mo	3	3	3	1	0	0	6	1.8
05 Twice/mo	4	4	1	0	0	0	5	1.5
06 Once/wk	1	1	1	0	0	0	2	0.6
07 3 times/wk	1	1	1	0	0	0	2	0.6
08 5 times/wk	2	2	0	0	0	0	2	0.6
09 Every day	3	3	2	1	1	10	6	1.8
Valid responses =	101	31	217	66	10	3	328	83.2

Invalid responses include no response or multiple responses.



2b. During the past 12 months about how often have you used alcohol (beer, wine, liquor)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use	35	32	76	34	1	9	112	32.8
02 Once/yr	14	13	22	10	1	9	37	10.9
03 2-6 times/yr	15	14	49	22	3	27	67	19.6
04 Once/mo	4	4	22	10	0	0	26	7.6
05 Twice/mo	13	12	25	11	4	36	42	12.3
06 Once/wk	21	19	18	8	1	9	40	11.7
07 3 times/wk	5	5	6	3	1	9	12	3.5
08 5 times/wk	1	1	3	1	0	0	4	1.2
09 Every day	0	0	1	0	0	0	1	0.3
Valid responses =	108	32	222	65	11	3	341	86.5

Invalid responses include no response or multiple responses.

2c. During the past 12 months about how often have you used marijuana (pot, hash, hash oil)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use	78	75	180	83	10	83	268	80.5
02 Once/yr	7	7	10	5	0	0	17	5.1
03 2-6 times/yr	4	4	15	7	1	8	20	6.0
04 Once/mo	1	1	5	2	1	8	7	2.1
05 Twice/mo	4	4	3	1	0	0	7	2.1
06 Once/wk	4	4	1	0	0	0	5	1.5
07 3 times/wk	3	3	0	0	0	0	3	0.9
08 5 times/wk	0	0	0	0	0	0	0	0.0
09 Every day	3	3	3	1	0	0	6	1.8
Valid responses =	104	31	217	65	12	4	333	84.5

Invalid responses include no response or multiple responses.

2d. During the past 12 months about how often have you used other illegal drugs

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use	97	95	211	98	8	89	316	96.6
02 Once/yr	2	2	1	0	0	0	3	0.9
03 2-6 times/yr	1	1	0	0	1	11	2	0.6
04 Once/mo	1	1	1	0	0	0	2	0.6
05 Twice/mo	0	0	1	0	0	0	1	0.3
06 Once/wk	1	1	0	0	0	0	1	0.3
07 3 times/wk	0	0	0	0	0	0	0	0.0
08 5 times/wk	0	0	0	0	0	0	0	0.0
09 Every day	0	0	2	1	0	0	2	0.6
Valid responses =	102	31	216	66	9	3	327	83.0

Invalid responses include no response or multiple responses.

3. How frequently have you smoked cigarettes during the past 12 months

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Have not smoked at all	85	77	193	87	9	69	287	82.9
02 Smoked once or twice	8	7	12	5	2	15	22	6.4
03 Smoked occasionally but not reg	11	10	12	5	0	0	23	6.6
04 Smoked regularly but stopped	1	1	4	2	1	8	6	1.7
05 Smoke regularly now	5	5	2	1	1	8	8	2.3
Valid responses =	110	32	223	64	13	4	346	87.8

Invalid responses include no response or multiple responses.

4. How frequently have you smoked cigarettes during the past 30 days

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Have not smoked at all	90	83	209	92	10	83	309	89.0
02 Smoked once or twice	10	9	11	5	0	0	21	6.1
03 Smoked occasionally but not reg	1	1	3	1	0	0	4	1.2
04 Smoked regularly but stopped	2	2	1	0	1	8	4	1.2
05 Smoke regularly now	6	6	2	1	1	8	9	2.6
Valid responses =	109	31	226	65	12	3	347	88.1

Invalid responses include no response or multiple responses.

5a. During the past 30 days on how many occasions did you use alcohol (beer, wine, liquor)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 occasion	52	47	122	54	4	31	178	51.0
02 1-2 occasions	25	23	60	27	7	54	92	26.4
03 3-5 occasions	14	13	26	12	1	8	41	11.7
04 6-9 occasions	8	7	4	2	1	8	13	3.7
05 10-19 occasions	8	7	6	3	0	0	14	4.0
06 20-39 occasions	2	2	6	3	0	0	8	2.3
07 40+ occasions	2	2	1	0	0	0	3	0.9
Valid responses =	111	32	225	64	13	4	349	88.6

Invalid responses include no response or multiple responses.

5b. During the past 30 days on how many occasions did you use marijuana (pot, hash, hash oil)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 occasion	86	83	203	93	9	90	298	89.8
02 1-2 occasions	5	5	9	4	1	10	15	4.5
03 3-5 occasions	2	2	3	1	0	0	5	1.5
04 6-9 occasions	3	3	1	0	0	0	4	1.2
05 10-19 occasions	4	4	0	0	0	0	4	1.2
06 20-39 occasions	1	1	0	0	0	0	1	0.3
07 40+ occasions	2	2	3	1	0	0	5	1.5
Valid responses =	103	31	219	66	10	3	332	84.3

Invalid responses include no response or multiple responses.

5c. During the past 30 days on how many occasions did you use other drugs?

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 occasion	98	97	215	99	9	100	322	98.2
02 1-2 occasions	1	1	2	1	0	0	3	0.9
03 3-5 occasions	1	1	1	0	0	0	2	0.6
04 6-9 occasions	0	0	0	0	0	0	0	0.0
05 10-19 occasions	0	0	0	0	0	0	0	0.0
06 20-39 occasions	1	1	0	0	0	0	1	0.3
07 40+ occasions	0	0	0	0	0	0	0	0.0
Valid responses =	101	31	218	66	9	3	328	83.2

Invalid responses include no response or multiple responses.

6a. During the past 30 days on how many occasions do you think the typical student on your campus has used alcohol (beer, wine liquor)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 occasion	10	9	16	7	0	0	26	7.5
02 1-2 occasions	11	10	17	8	0	0	28	8.1
03 3-5 occasions	16	15	32	14	4	31	52	15.0
04 6-9 occasions	16	15	37	17	1	8	54	15.6
05 10-19 occasions	15	14	40	18	2	15	57	16.5
06 20-39 occasions	10	9	13	6	0	0	23	6.6
07 40+ occasions	8	7	20	9	2	15	30	8.7
08 Don't know/can't say	23	21	49	22	4	31	76	22.0
Valid responses =	109	32	224	65	13	4	346	87.8

Invalid responses include no response or multiple responses.

6b. During the past 30 days on how many occasions do you think the typical student on your campus has used marijuana (pot, hash, hash oil)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 occasion	14	13	24	11	0	0	38	11.0
02 1-2 occasions	14	13	9	4	0	0	23	6.7
03 3-5 occasions	14	13	23	10	3	27	40	11.6
04 6-9 occasions	8	7	27	12	1	9	36	10.5
05 10-19 occasions	13	12	38	17	3	27	54	15.7
06 20-39 occasions	15	14	18	8	1	9	34	9.9
07 40+ occasions	8	7	27	12	2	18	37	10.8
08 Don't know/can't say	23	21	58	26	1	9	82	23.8
Valid responses =	109	32	224	65	11	3	344	87.3

Invalid responses include no response or multiple responses.

6c. During the past 30 days on how many occasions do you think the typical student on your campus has used other drugs

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 occasion	28	26	33	15	0	0	61	17.9
02 1-2 occasions	18	17	30	14	3	25	51	15.0
03 3-5 occasions	9	8	25	11	3	25	37	10.9
04 6-9 occasions	10	9	12	5	1	8	23	6.7
05 10-19 occasions	5	5	22	10	0	0	27	7.9
06 20-39 occasions	4	4	6	3	0	0	10	2.9
07 40+ occasions	3	3	16	7	1	8	20	5.9
08 Don't know/can't say	30	28	78	35	4	33	112	32.8
Valid responses =	107	31	222	65	12	4	341	86.5

Invalid responses include no response or multiple responses.

7. During the past 30 days where has your heaviest drinking taken place

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use alcohol	52	46	111	49	5	9	168	42.6
02 Lodging/Apartment	8	7	16	7	0	0	24	6.1
03 Residence hall	2	2	1	0	0	0	3	0.8
04 Fraternity or sorority	0	0	2	1	0	0	2	0.5
05 Bar/pub	44	39	76	34	3	5	123	31.2
06 Private party	28	25	42	19	2	4	72	18.3
07 Campus sponsored event	3	3	6	3	0	0	9	2.3
08 Permanent Residence	15	13	25	11	3	5	43	10.9
09 Raves	4	4	6	3	0	0	10	2.5
10 Other place	8	7	19	8	2	4	29	7.4

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

8. During the past 30 days where has your heaviest illegal drug use taken place

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use illegal drugs	96	86	206	91	11	20	313	79.4
02 Lodging/Apartment	6	5	5	2	0	0	11	2.8
03 Residence hall	1	1	1	0	0	0	2	0.5
04 Fraternity or sorority	0	0	1	0	0	0	1	0.3
05 Bar/pub	8	7	6	3	1	2	15	3.8
06 Private party	7	6	5	2	0	0	12	3.0
07 Campus sponsored event	1	1	0	0	0	0	1	0.3
08 Permanent Residence	4	4	1	0	0	0	5	1.3
09 Raves	2	2	4	2	0	0	6	1.5
10 Other place	1	1	8	4	0	0	9	2.3

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

9. During the past two weeks, how many times have you had five or more drinks in one sitting

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 None	74	66	169	75	6	50	249	71.1
02 Once	18	16	29	13	6	50	53	15.1
03 Twice	12	11	11	5	0	0	23	6.6
04 3 or more times	8	7	17	8	0	0	25	7.1
Valid responses =	112	32	226	65	12	3	350	88.8

Invalid responses include no response or multiple responses.

10A. During the past two weeks, what was the greatest number of drinks you consumed in one sitting

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
00	36	40	109	55	4	33	149	49.5
01	7	8	13	7	2	17	22	7.3
02	8	9	16	8	0	0	24	8.0
03	3	3	12	6	1	8	16	5.3
04	3	3	9	5	2	17	14	4.7
05	5	5	13	7	1	8	19	6.3
06	8	9	4	2	1	8	13	4.3
07	2	2	7	4	0	0	9	3.0
08	4	4	3	2	0	0	7	2.3
09	2	2	3	2	1	8	6	2.0
10	2	2	3	2	0	0	5	1.7
11	1	1	0	0	0	0	1	0.3
12	2	2	3	2	0	0	5	1.7
13	1	1	0	0	0	0	1	0.3
14	1	1	0	0	0	0	1	0.3
15	0	0	1	1	0	0	1	0.3
17	0	0	1	1	0	0	1	0.3
20	5	5	1	1	0	0	6	2.0
25	1	1	0	0	0	0	1	0.3
Valid responses =	91	30	198	66	12	4	301	76.4

Invalid responses include no response or multiple responses.

	Mean	Std Dev
Male	4.2637	5.7616
Female	2.1414	3.4273
Overall	2.8073	4.3500

10B. How many hours was that sitting

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A Did not drink	54	50	130	59	3	27	187	55.2
02 Less than one hour	13	12	14	6	2	18	29	8.6
03 1 hour	4	4	15	7	0	0	19	5.6
04 2 hours	10	9	14	6	0	0	24	7.1
05 3 hours	9	8	11	5	2	18	22	6.5
06 4 hours	8	7	13	6	2	18	23	6.8
07 5 hours	5	5	17	8	1	9	23	6.8
08 6 or more hours	5	5	6	3	1	9	12	3.5
Valid responses =	108	32	220	65	11	3	339	86.0

Invalid responses include no response or multiple responses.

11A. What is the average number of drinks you consume in a typical week

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
00	48	51	125	63	4	36	177	58.0
01	10	11	25	13	4	36	39	12.8
02	11	12	18	9	1	9	30	9.8
03	9	10	6	3	1	9	16	5.2
04	1	1	6	3	1	9	8	2.6
05	5	5	6	3	0	0	11	3.6
06	2	2	4	2	0	0	6	2.0
07	1	1	1	1	0	0	2	0.7
08	0	0	1	1	0	0	1	0.3
09	1	1	1	1	0	0	2	0.7
10	3	3	1	1	0	0	4	1.3
11	1	1	0	0	0	0	1	0.3
12	1	1	1	1	0	0	2	0.7
15	0	0	5	3	0	0	5	1.6
24	1	1	0	0	0	0	1	0.3
Valid responses =	94	31	200	66	11	4	305	77.4

Invalid responses include no response or multiple responses.

	Mean	Std Dev
Male	2.0532	3.6260
Female	1.3900	2.9379
Overall	1.5869	3.1351

11B. During a typical week, on how many separate occasions do you consume these drinks

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Do not consume alcohol	64	58	137	61	5	45	206	59.2
02 1 Occasion	27	24	59	26	4	36	90	25.9
03 2 Occasions	15	14	21	9	2	18	38	10.9
04 3 Occasions	4	4	4	2	0	0	8	2.3
05 4 Occasions	0	0	1	0	0	0	1	0.3
06 5 Occasions	0	0	2	1	0	0	2	0.6
07 6 Occasions	0	0	0	0	0	0	0	0.0
08 7 Occasions	0	0	1	0	0	0	1	0.3
09 8 or more occasions	1	1	1	0	0	0	2	0.6
Valid responses =	111	32	226	65	11	3	348	88.3

Invalid responses include no response or multiple responses.

12. During the past 12 months, about how often have you experienced the following due to your alcohol use
Did not use alcohol during the past 12 months

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use alcohol past 12 mo.	42	100	88	100	1	100	131	100.0
Valid responses =	42	32	88	67	1	1	131	33.2

Invalid responses include no response or multiple responses.

12a. During the past 12 months, about how often have you experienced the following due to your alcohol use
a. Had a hangover

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	51	62	89	57	6	55	146	58.6
02 Once	14	17	32	21	5	45	51	20.5
03 2-4 times	7	9	29	19	0	0	36	14.5
04 5-9 times	5	6	4	3	0	0	9	3.6
05 10+ times	5	6	2	1	0	0	7	2.8
Valid responses =	82	33	156	63	11	4	249	63.2

Invalid responses include no response or multiple responses.

12b. During the past 12 months, about how often have you experienced the following due to your alcohol use
b. Performed poorly on a test or important project

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	65	81	143	95	10	91	218	90.1
02 Once	9	11	4	3	0	0	13	5.4
03 2-4 times	5	6	4	3	1	9	10	4.1
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	80	33	151	62	11	5	242	61.4

Invalid responses include no response or multiple responses.

12c. During the past 12 months, about how often have you experienced the following due to your alcohol use
c. Damaged property

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	75	95	148	98	10	100	233	97.1
02 Once	2	3	2	1	0	0	4	1.7
03 2-4 times	2	3	1	1	0	0	3	1.3
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	79	33	151	63	10	4	240	60.9

Invalid responses include no response or multiple responses.

12d. During the past 12 months, about how often have you experienced the following due to your alcohol use
d. Got into an argument

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	60	76	122	80	7	70	189	78.1
02 Once	12	15	23	15	1	10	36	14.9
03 2-4 times	6	8	7	5	2	20	15	6.2
04 5-9 times	0	0	1	1	0	0	1	0.4
05 10+ times	1	1	0	0	0	0	1	0.4
Valid responses =	79	33	153	63	10	4	242	61.4

Invalid responses include no response or multiple responses.

12e. During the past 12 months, about how often have you experienced the following due to your alcohol use
e. Got into a physical fight

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	72	91	144	95	11	100	227	94.2	
02 Once	6	8	5	3	0	0	11	4.6	
03 2-4 times	1	1	2	1	0	0	3	1.2	
04 5-9 times	0	0	0	0	0	0	0	0.0	
05 10+ times	0	0	0	0	0	0	0	0.0	
Valid responses =	79	33	151	63	11	5	241	61.2	

Invalid responses include no response or multiple responses.

12f. During the past 12 months, about how often have you experienced the following due to your alcohol use
f. Got nauseated or vomited

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	51	64	95	62	5	50	151	62.1	
02 Once	17	21	40	26	5	50	62	25.5	
03 2-4 times	6	8	14	9	0	0	20	8.2	
04 5-9 times	6	8	4	3	0	0	10	4.1	
05 10+ times	0	0	0	0	0	0	0	0.0	
Valid responses =	80	33	153	63	10	4	243	61.7	

Invalid responses include no response or multiple responses.

12g. During the past 12 months, about how often have you experienced the following due to your alcohol use
g. Driven a car while under the influence

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	53	67	115	76	10	91	178	73.6	
02 Once	9	11	16	11	1	9	26	10.7	
03 2-4 times	8	10	15	10	0	0	23	9.5	
04 5-9 times	2	3	3	2	0	0	5	2.1	
05 10+ times	7	9	3	2	0	0	10	4.1	
Valid responses =	79	33	152	63	11	5	242	61.4	

Invalid responses include no response or multiple responses.

12h. During the past 12 months, about how often have you experienced the following due to your alcohol use
h. Experienced damage to a personal or social relationship

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	76	96	133	88	8	80	217	90.0	
02 Once	2	3	15	10	2	20	19	7.9	
03 2-4 times	1	1	4	3	0	0	5	2.1	
04 5-9 times	0	0	0	0	0	0	0	0.0	
05 10+ times	0	0	0	0	0	0	0	0.0	
Valid responses =	79	33	152	63	10	4	241	61.2	

Invalid responses include no response or multiple responses.

12i. During the past 12 months, about how often have you experienced the following due to your alcohol use
i. Missed a class

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	60	77	126	84	8	80	194	81.5	
02 Once	7	9	18	12	1	10	26	10.9	
03 2-4 times	9	12	5	3	1	10	15	6.3	
04 5-9 times	1	1	1	1	0	0	2	0.8	
05 10+ times	1	1	0	0	0	0	1	0.4	
Valid responses =	78	33	150	63	10	4	238	60.4	

Invalid responses include no response or multiple responses.

12j. During the past 12 months, about how often have you experienced the following due to your alcohol use
j. Been criticized by someone I know

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	62	81	125	82	7	70	194	81.2
02 Once	9	12	16	11	2	20	27	11.3
03 2-4 times	5	6	10	7	0	0	15	6.3
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	0	0	1	1	1	10	2	0.8
Valid responses =	77	32	152	64	10	4	239	60.7

Invalid responses include no response or multiple responses.

12k. During the past 12 months, about how often have you experienced the following due to your alcohol use
k. Thought I might have a drinking problem

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	72	91	138	91	11	100	221	91.7
02 Once	3	4	8	5	0	0	11	4.6
03 2-4 times	2	3	5	3	0	0	7	2.9
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	1	1	0	0	0	0	1	0.4
Valid responses =	79	33	151	63	11	5	241	61.2

Invalid responses include no response or multiple responses.

12l. During the past 12 months, about how often have you experienced the following due to your alcohol use
l. Had a memory loss

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	65	82	123	82	9	82	197	82.1
02 Once	7	9	19	13	1	9	27	11.3
03 2-4 times	5	6	8	5	1	9	14	5.8
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	1	1	0	0	0	0	1	0.4
Valid responses =	79	33	150	63	11	5	240	60.9

Invalid responses include no response or multiple responses.

12m. During the past 12 months, about how often have you experienced the following due to your alcohol use
m. Done something I later regretted

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	60	77	124	82	8	80	192	80.0
02 Once	9	12	21	14	2	20	32	13.3
03 2-4 times	6	8	6	4	0	0	12	5.0
04 5-9 times	2	3	1	1	0	0	3	1.3
05 10+ times	1	1	0	0	0	0	1	0.4
Valid responses =	78	33	152	63	10	4	240	60.9

Invalid responses include no response or multiple responses.

12n. During the past 12 months, about how often have you experienced the following due to your alcohol use
n. Been taken advantage of sexually

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	73	94	146	96	10	100	229	95.4
02 Once	2	3	5	3	0	0	7	2.9
03 2-4 times	0	0	1	1	0	0	1	0.4
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	2	3	0	0	0	0	2	0.8
Valid responses =	78	33	152	63	10	4	240	60.9

Invalid responses include no response or multiple responses.

12o. During the past 12 months, about how often have you experienced the following due to your alcohol use
o. Took advantage of another sexually

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	78	99	149	99	11	100	238	98.8
02 Once	0	0	1	1	0	0	1	0.4
03 2-4 times	0	0	1	1	0	0	1	0.4
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	79	33	151	63	11	5	241	61.2

Invalid responses include no response or multiple responses.

12p. During the past 12 months, about how often have you experienced the following due to your alcohol use
p. Tried unsuccessfully to stop drinking

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	72	91	139	91	10	100	221	91.7
02 Once	4	5	6	4	0	0	10	4.1
03 2-4 times	1	1	5	3	0	0	6	2.5
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	2	3	2	1	0	0	4	1.7
Valid responses =	79	33	152	63	10	4	241	61.2

Invalid responses include no response or multiple responses.

12q. During the past 12 months, about how often have you experienced the following due to your alcohol use
q. Seriously thought about committing suicide

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	76	97	150	99	11	100	237	98.8
02 Once	1	1	0	0	0	0	1	0.4
03 2-4 times	0	0	1	1	0	0	1	0.4
04 5-9 times	1	1	0	0	0	0	1	0.4
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	78	33	151	63	11	5	240	60.9

Invalid responses include no response or multiple responses.

12r. During the past 12 months, about how often have you experienced the following due to your alcohol use
r. Attempted to commit suicide

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	77	99	150	99	11	100	238	99.2
02 Once	1	1	1	1	0	0	2	0.8
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	78	33	151	63	11	5	240	60.9

Invalid responses include no response or multiple responses.

12s. During the past 12 months, about how often have you experienced the following due to your alcohol use
s. Been hurt or injured

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	70	89	136	90	9	82	215	89.2
02 Once	6	8	13	9	2	18	21	8.7
03 2-4 times	3	4	2	1	0	0	5	2.1
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	79	33	151	63	11	5	241	61.2

Invalid responses include no response or multiple responses.

12t. During the past 12 months, about how often have you experienced the following due to your alcohol use
t. Sought help for a drinking problem

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	79	100	149	99	11	100	239	99.6
02 Once	0	0	1	1	0	0	1	0.4
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	79	33	150	63	11	5	240	60.9

Invalid responses include no response or multiple responses.

12u. During the past 12 months, about how often have you experienced the following due to your alcohol use
u. DWI/DUI (cited or arrested)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	78	99	150	100	11	100	239	99.6
02 Once	1	1	0	0	0	0	1	0.4
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	79	33	150	63	11	5	240	60.9

Invalid responses include no response or multiple responses.

12v. During the past 12 months, about how often have you experienced the following due to your alcohol use
v. Trouble with police (other than DWI)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	73	94	149	99	10	100	232	97.5
02 Once	3	4	1	1	0	0	4	1.7
03 2-4 times	2	3	0	0	0	0	2	0.8
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	78	33	150	63	10	4	238	60.4

Invalid responses include no response or multiple responses.

12w. During the past 12 months, about how often have you experienced the following due to your alcohol use
w. Been in trouble with residence hall or other college authorities

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	77	97	150	100	10	100	237	99.2
02 Once	2	3	0	0	0	0	2	0.8
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	79	33	150	63	10	4	239	60.7

Invalid responses include no response or multiple responses.

13. During the past 12 months, about how often have you experienced the following due to your other drug use
Did not use drugs in past 12 months

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Did not use drugs past 12 mo.	84	100	180	100	8	100	272	100.0
Valid responses =	84	31	180	66	8	3	272	69.0

Invalid responses include no response or multiple responses.

13a. During the past 12 months, about how often have you experienced the following due to your other drug use
a. Had a hangover

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	34	94	66	89	4	80	104	90.4
02 Once	1	3	5	7	1	20	7	6.1
03 2-4 times	1	3	3	4	0	0	4	3.5
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13b. During the past 12 months, about how often have you experienced the following due to your other drug use
b. Performed poorly on a test or important project

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	38	100	72	97	4	80	114	97.4
02 Once	0	0	1	1	0	0	1	0.9
03 2-4 times	0	0	1	1	1	20	2	1.7
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	38	32	74	63	5	4	117	29.7

Invalid responses include no response or multiple responses.

13c. During the past 12 months, about how often have you experienced the following due to your other drug use
c. Damaged property

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	38	100	74	100	5	100	117	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	38	32	74	63	5	4	117	29.7

Invalid responses include no response or multiple responses.

13d. During the past 12 months, about how often have you experienced the following due to your other drug use
d. Got into an argument

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	36	95	71	96	4	80	111	94.9
02 Once	1	3	3	4	0	0	4	3.4
03 2-4 times	1	3	0	0	1	20	2	1.7
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	38	32	74	63	5	4	117	29.7

Invalid responses include no response or multiple responses.

13e. During the past 12 months, about how often have you experienced the following due to your other drug use
e. Got into a physical fight

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	33	92	73	99	5	100	111	96.5
02 Once	2	6	1	1	0	0	3	2.6
03 2-4 times	1	3	0	0	0	0	1	0.9
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13f. During the past 12 months, about how often have you experienced the following due to your other drug use
f. Got nauseated or vomited

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	34	92	68	92	3	60	105	90.5	
02 Once	1	3	5	7	2	40	8	6.9	
03 2-4 times	0	0	1	1	0	0	1	0.9	
04 5-9 times	1	3	0	0	0	0	1	0.9	
05 10+ times	1	3	0	0	0	0	1	0.9	
Valid responses =	37	32	74	64	5	4	116	29.4	

Invalid responses include no response or multiple responses.

13g. During the past 12 months, about how often have you experienced the following due to your other drug use
g. Driven a car while under the influence

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	29	78	68	92	4	80	101	87.1	
02 Once	2	5	2	3	1	20	5	4.3	
03 2-4 times	2	5	3	4	0	0	5	4.3	
04 5-9 times	0	0	0	0	0	0	0	0.0	
05 10+ times	4	11	1	1	0	0	5	4.3	
Valid responses =	37	32	74	64	5	4	116	29.4	

Invalid responses include no response or multiple responses.

13h. During the past 12 months, about how often have you experienced the following due to your other drug use
h. Experienced damage to a personal or social relationship

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	36	97	72	97	4	80	112	96.6	
02 Once	1	3	2	3	1	20	4	3.4	
03 2-4 times	0	0	0	0	0	0	0	0.0	
04 5-9 times	0	0	0	0	0	0	0	0.0	
05 10+ times	0	0	0	0	0	0	0	0.0	
Valid responses =	37	32	74	64	5	4	116	29.4	

Invalid responses include no response or multiple responses.

13i. During the past 12 months, about how often have you experienced the following due to your other drug use
i. Missed a class

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	33	89	72	97	3	75	108	93.9	
02 Once	0	0	1	1	0	0	1	0.9	
03 2-4 times	2	5	0	0	1	25	3	2.6	
04 5-9 times	1	3	1	1	0	0	2	1.7	
05 10+ times	1	3	0	0	0	0	1	0.9	
Valid responses =	37	32	74	64	4	3	115	29.2	

Invalid responses include no response or multiple responses.

13j. During the past 12 months, about how often have you experienced the following due to your other drug use
j. Been criticized by someone I know

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Never	33	89	69	93	4	80	106	91.4	
02 Once	1	3	3	4	0	0	4	3.4	
03 2-4 times	1	3	1	1	0	0	2	1.7	
04 5-9 times	2	5	1	1	1	20	4	3.4	
05 10+ times	0	0	0	0	0	0	0	0.0	
Valid responses =	37	32	74	64	5	4	116	29.4	

Invalid responses include no response or multiple responses.

13k. During the past 12 months, about how often have you experienced the following due to your other drug use
k. Thought I might have a drug problem

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	36	97	73	99	4	80	113	97.4
02 Once	1	3	0	0	1	20	2	1.7
03 2-4 times	0	0	1	1	0	0	1	0.9
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	37	32	74	64	5	4	116	29.4

Invalid responses include no response or multiple responses.

13l. During the past 12 months, about how often have you experienced the following due to your other drug use
l. Had a memory loss

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	35	95	70	95	4	80	109	94.0
02 Once	0	0	3	4	0	0	3	2.6
03 2-4 times	2	5	0	0	1	20	3	2.6
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	1	1	0	0	1	0.9
Valid responses =	37	32	74	64	5	4	116	29.4

Invalid responses include no response or multiple responses.

13m. During the past 12 months, about how often have you experienced the following due to your other drug use
m. Done something I later regretted

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	34	94	71	96	5	100	110	95.7
02 Once	1	3	2	3	0	0	3	2.6
03 2-4 times	0	0	1	1	0	0	1	0.9
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	1	3	0	0	0	0	1	0.9
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13n. During the past 12 months, about how often have you experienced the following due to your other drug use
n. Been taken advantage of sexually

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	36	97	74	99	5	100	115	98.3
02 Once	0	0	1	1	0	0	1	0.9
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	1	3	0	0	0	0	1	0.9
Valid responses =	37	32	75	64	5	4	117	29.7

Invalid responses include no response or multiple responses.

13o. During the past 12 months, about how often have you experienced the following due to your other drug use
o. Took advantage of another sexually

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	36	100	74	100	5	100	115	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13p. During the past 12 months, about how often have you experienced the following due to your other drug use
p. Tried unsuccessfully to stop using drugs

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	35	97	73	99	5	100	113	98.3
02 Once	1	3	1	1	0	0	2	1.7
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13q. During the past 12 months, about how often have you experienced the following due to your other drug use
q. Seriously thought about committing suicide

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	36	100	74	100	5	100	115	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13r. During the past 12 months, about how often have you experienced the following due to your other drug use
r. Attempted to commit suicide

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	37	100	74	100	5	100	116	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	37	32	74	64	5	4	116	29.4

Invalid responses include no response or multiple responses.

13s. During the past 12 months, about how often have you experienced the following due to your other drug use
s. Been hurt or injured

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	35	97	72	97	4	80	111	96.5
02 Once	1	3	1	1	1	20	3	2.6
03 2-4 times	0	0	1	1	0	0	1	0.9
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	36	31	74	64	5	4	115	29.2

Invalid responses include no response or multiple responses.

13t. During the past 12 months, about how often have you experienced the following due to your other drug use
t. Sought help for a drug problem

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	35	100	68	100	4	100	107	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	35	33	68	64	4	4	107	27.2

Invalid responses include no response or multiple responses.

13u. During the past 12 months, about how often have you experienced the following due to your other drug use
u. DWI/DUI (cited or arrested)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	42	100	79	100	5	100	126	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	42	33	79	63	5	4	126	32.0

Invalid responses include no response or multiple responses.

13v. During the past 12 months, about how often have you experienced the following due to your other drug use
v. Trouble with police (other than DWI)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	42	98	78	99	5	100	125	98.4
02 Once	0	0	1	1	0	0	1	0.8
03 2-4 times	1	2	0	0	0	0	1	0.8
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	43	34	79	62	5	4	127	32.2

Invalid responses include no response or multiple responses.

13w. During the past 12 months, about how often have you experienced the following due to your other drug use
w. Been in trouble with residence hall or other college authorities

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	43	100	79	100	5	100	127	100.0
02 Once	0	0	0	0	0	0	0	0.0
03 2-4 times	0	0	0	0	0	0	0	0.0
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10+ times	0	0	0	0	0	0	0	0.0
Valid responses =	43	34	79	62	5	4	127	32.2

Invalid responses include no response or multiple responses.

14a. To what extent has your alcohol use changed within the past 12 months

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 I have never used	41	39	82	38	0	0	123	37.2
02 Increased	5	5	16	7	1	13	22	6.6
03 Stayed about the same	31	30	63	29	5	63	99	29.9
04 Decreased	20	19	33	15	2	25	55	16.6
05 Quit using	8	8	24	11	0	0	32	9.7
Valid responses =	105	32	218	66	8	2	331	84.0

Invalid responses include no response or multiple responses.

14b. To what extent has your other drug use changed within the past 12 months

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 I have never used	74	77	156	85	7	88	237	82.3
02 Increased	3	3	1	1	0	0	4	1.4
03 Stayed about the same	7	7	6	3	0	0	13	4.5
04 Decreased	5	5	12	7	0	0	17	5.9
05 Quit using	7	7	9	5	1	13	17	5.9
Valid responses =	96	33	184	64	8	3	288	73.1

Invalid responses include no response or multiple responses.

15a. How much do you think people risk harming themselves (physically or in other ways) if they
a. Have one or two drinks nearly every day

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	19	17	38	17	3	30	60	17.4
02 Slight risk	39	36	63	28	4	40	106	30.8
03 Moderate risk	23	21	60	27	3	30	86	25.0
04 Great risk	20	18	49	22	0	0	69	20.1
05 Can't say	8	7	15	7	0	0	23	6.7
Valid responses =	109	32	225	65	10	3	344	87.3

Invalid responses include no response or multiple responses.

15b. How much do you think people risk harming themselves (physically or in other ways) if they
b. Have four or five drinks nearly every day

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	6	6	6	3	1	11	13	3.8
02 Slight risk	11	10	30	13	0	0	41	12.0
03 Moderate risk	39	36	58	26	4	44	101	29.5
04 Great risk	46	42	114	51	4	44	164	48.0
05 Can't say	7	6	16	7	0	0	23	6.7
Valid responses =	109	32	224	65	9	3	342	86.8

Invalid responses include no response or multiple responses.

15c. How much do you think people risk harming themselves (physically or in other ways) if they
c. Have five or more drinks in one sitting

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	8	7	8	4	1	11	17	5.0
02 Slight risk	9	8	24	11	1	11	34	9.9
03 Moderate risk	30	27	53	24	2	22	85	24.9
04 Great risk	52	47	113	51	5	56	170	49.7
05 Can't say	11	10	25	11	0	0	36	10.5
Valid responses =	110	32	223	65	9	3	342	86.8

Invalid responses include no response or multiple responses.

15d. How much do you think people risk harming themselves (physically or in other ways) if they
d. Smoke marijuana

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	29	26	34	15	3	33	66	19.3
02 Slight risk	31	28	58	26	4	44	93	27.2
03 Moderate risk	18	16	42	19	0	0	60	17.5
04 Great risk	20	18	57	26	1	11	78	22.8
05 Can't say	12	11	32	14	1	11	45	13.2
Valid responses =	110	32	223	65	9	3	342	86.8

Invalid responses include no response or multiple responses.

15e. How much do you think people risk harming themselves (physically or in other ways) if they
e. Use crack

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	4	4	8	4	1	11	13	3.8
02 Slight risk	2	2	5	2	0	0	7	2.1
03 Moderate risk	12	11	15	7	1	11	28	8.3
04 Great risk	71	65	156	71	7	78	234	69.0
05 Can't say	20	18	37	17	0	0	57	16.8
Valid responses =	109	32	221	65	9	3	339	86.0

Invalid responses include no response or multiple responses.

15f. How much do you think people risk harming themselves (physically or in other ways) if they
f. Use cocaine (injected, snorted)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	4	4	5	2	1	11	10	2.9
02 Slight risk	3	3	4	2	0	0	7	2.1
03 Moderate risk	9	8	11	5	1	11	21	6.2
04 Great risk	78	72	163	73	6	67	247	72.4
05 Can't say	15	14	40	18	1	11	56	16.4
Valid responses =	109	32	223	65	9	3	341	86.5

Invalid responses include no response or multiple responses.

15g. How much do you think people risk harming themselves (physically or in other ways) if they
g. Take LSD

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	6	6	6	3	1	11	13	3.8
02 Slight risk	5	5	6	3	0	0	11	3.2
03 Moderate risk	16	15	11	5	1	11	28	8.2
04 Great risk	53	49	129	58	4	44	186	54.5
05 Can't say	29	27	71	32	3	33	103	30.2
Valid responses =	109	32	223	65	9	3	341	86.5

Invalid responses include no response or multiple responses.

15h. How much do you think people risk harming themselves (physically or in other ways) if they
h. Take amphetamines

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	7	7	6	3	1	11	14	4.2
02 Slight risk	4	4	8	4	0	0	12	3.6
03 Moderate risk	18	17	21	10	2	22	41	12.2
04 Great risk	49	46	129	58	2	22	180	53.4
05 Can't say	29	27	57	26	4	44	90	26.7
Valid responses =	107	32	221	66	9	3	337	85.5

Invalid responses include no response or multiple responses.

15i. How much do you think people risk harming themselves (physically or in other ways) if they
i. Smoke a pack or more of cigarettes a day

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	8	7	11	5	2	22	21	6.1
02 Slight risk	10	9	9	4	0	0	19	5.6
03 Moderate risk	18	17	37	17	2	22	57	16.7
04 Great risk	62	57	143	64	4	44	209	61.1
05 Can't say	11	10	24	11	1	11	36	10.5
Valid responses =	109	32	224	65	9	3	342	86.8

Invalid responses include no response or multiple responses.

15j. How much do you think people risk harming themselves (physically or in other ways) if they
j. Use ecstasy

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 No risk	6	6	5	2	1	11	12	3.5
02 Slight risk	8	7	5	2	0	0	13	3.8
03 Moderate risk	14	13	8	4	1	11	23	6.8
04 Great risk	55	51	156	70	5	56	216	63.5
05 Can't say	24	22	50	22	2	22	76	22.4
Valid responses =	107	31	224	66	9	3	340	86.3

Invalid responses include no response or multiple responses.

16a. During the past 30 days, how many times have you
a. Tried to stop someone from driving under the influence

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 times	70	64	144	64	4	40	218	63.2
02 1 time	18	16	53	24	3	30	74	21.4
03 2-4 times	16	15	21	9	3	30	40	11.6
04 5-9 times	1	1	5	2	0	0	6	1.7
05 10+ times	5	5	2	1	0	0	7	2.0
Valid responses =	110	32	225	65	10	3	345	87.6

Invalid responses include no response or multiple responses.

16b. During the past 30 days, how many times have you
b. Served as a designated driver

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 times	69	63	135	60	4	50	208	60.5
02 1 time	21	19	55	24	1	13	77	22.4
03 2-4 times	9	8	24	11	3	38	36	10.5
04 5-9 times	2	2	4	2	0	0	6	1.7
05 10+ times	9	8	8	4	0	0	17	4.9
Valid responses =	110	32	226	66	8	2	344	87.3

Invalid responses include no response or multiple responses.

16c. During the past 30 days, how many times have you
c. Refused to ride with a driver who was under the influence

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 0 times	82	74	157	70	4	44	243	70.4
02 1 time	16	14	44	20	3	33	63	18.3
03 2-4 times	5	5	18	8	1	11	24	7.0
04 5-9 times	1	1	3	1	1	11	5	1.4
05 10+ times	7	6	3	1	0	0	10	2.9
Valid responses =	111	32	225	65	9	3	345	87.6

Invalid responses include no response or multiple responses.

17a1. In general, how safe do you feel, during day time
a. On this campus

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	6	5	5	2	0	0	11	3.2
02 Not at all safe	1	1	8	4	1	10	10	2.9
03 Somewhat safe	40	36	111	49	6	60	157	45.1
04 Very safe	65	58	102	45	3	30	170	48.9
Valid responses =	112	32	226	65	10	3	348	88.3

Invalid responses include no response or multiple responses.

17b1. In general, how safe do you feel, during day time
b. In your campus residence hall

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	69	64	138	62	5	63	212	62.5
02 Not at all safe	0	0	5	2	1	13	6	1.8
03 Somewhat safe	18	17	38	17	1	13	57	16.8
04 Very safe	21	19	42	19	1	13	64	18.9
Valid responses =	108	32	223	66	8	2	339	86.0

Invalid responses include no response or multiple responses.

17c1. In general, how safe do you feel, during day time
c. In classroom buildings

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	16	15	21	10	0	0	37	11.2
02 Not at all safe	1	1	6	3	1	14	8	2.4
03 Somewhat safe	34	31	88	41	5	71	127	38.6
04 Very safe	57	53	99	46	1	14	157	47.7
Valid responses =	108	33	214	65	7	2	329	83.5

Invalid responses include no response or multiple responses.

17d1. In general, how safe do you feel, during day time
d. At campus-sponsored parties

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	26	24	53	24	2	25	81	24.0
02 Not at all safe	4	4	12	5	1	13	17	5.0
03 Somewhat safe	45	42	105	48	5	63	155	46.0
04 Very safe	33	31	51	23	0	0	84	24.9
Valid responses =	108	32	221	66	8	2	337	85.5

Invalid responses include no response or multiple responses.

17e1. In general, how safe do you feel, during day time
e. In the community surrounding the school

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	9	8	18	8	0	0	27	7.9
02 Not at all safe	8	7	23	10	3	33	34	10.0
03 Somewhat safe	58	53	138	62	6	67	202	59.2
04 Very safe	34	31	44	20	0	0	78	22.9
Valid responses =	109	32	223	65	9	3	341	86.5

Invalid responses include no response or multiple responses.

17f1. In general, how safe do you feel, during day time
f. At local bars

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	37	34	68	30	2	22	107	31.5
02 Not at all safe	26	24	68	30	5	56	99	29.1
03 Somewhat safe	32	30	71	32	2	22	105	30.9
04 Very safe	13	12	16	7	0	0	29	8.5
Valid responses =	108	32	223	66	9	3	340	86.3

Invalid responses include no response or multiple responses.

17a2. In general, how safe do you feel, during night time
a. On this campus

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 N/A	12	14	30	17	1	17	43	15.8
02 Not at all safe	11	13	52	29	1	17	64	23.4
03 Somewhat safe	44	50	79	44	4	67	127	46.5
04 Very safe	21	24	18	10	0	0	39	14.3
Valid responses =	88	32	179	66	6	2	273	69.3

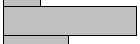
Invalid responses include no response or multiple responses.

17b2. In general, how safe do you feel, during night time
b. In your campus residence hall

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 N/A	54	64	114	65	3	100	171	65.3	
02 Not at all safe	5	6	12	7	0	0	17	6.5	
03 Somewhat safe	13	15	28	16	0	0	41	15.6	
04 Very safe	12	14	21	12	0	0	33	12.6	
Valid responses =	84	32	175	67	3	1	262	66.5	

Invalid responses include no response or multiple responses.

17c2. In general, how safe do you feel, during night time
c. In classroom buildings

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 N/A	21	25	48	28	1	33	70	26.8	
02 Not at all safe	6	7	24	14	0	0	30	11.5	
03 Somewhat safe	31	36	75	43	2	67	108	41.4	
04 Very safe	27	32	26	15	0	0	53	20.3	
Valid responses =	85	33	173	66	3	1	261	66.2	

Invalid responses include no response or multiple responses.

17d2. In general, how safe do you feel, during night time
d. At campus-sponsored parties

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 N/A	22	26	57	33	3	75	82	31.1	
02 Not at all safe	12	14	35	20	0	0	47	17.8	
03 Somewhat safe	34	40	58	33	1	25	93	35.2	
04 Very safe	18	21	24	14	0	0	42	15.9	
Valid responses =	86	33	174	66	4	2	264	67.0	

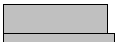
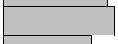
Invalid responses include no response or multiple responses.

17e2. In general, how safe do you feel, during night time
e. In the community surrounding the school

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 N/A	14	16	38	21	1	33	53	19.9	
02 Not at all safe	24	28	49	28	0	0	73	27.4	
03 Somewhat safe	28	33	76	43	2	67	106	39.8	
04 Very safe	20	23	14	8	0	0	34	12.8	
Valid responses =	86	32	177	67	3	1	266	67.5	

Invalid responses include no response or multiple responses.

17f2. In general, how safe do you feel, during night time
f. At local bars

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 N/A	25	29	60	34	1	50	86	32.5	
02 Not at all safe	28	33	63	35	1	50	92	34.7	
03 Somewhat safe	25	29	48	27	0	0	73	27.5	
04 Very safe	7	8	7	4	0	0	14	5.3	
Valid responses =	85	32	178	67	2	1	265	67.3	

Invalid responses include no response or multiple responses.

18a1. In the past 30 days, have you on campus
a. Carried a firearm (exclude weapons used for hunting or your job)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	0	0	1	0	0	0	1	0.3
02 No	110	100	224	100	7	100	341	99.7
Valid responses =	110	32	225	66	7	2	342	86.8

Invalid responses include no response or multiple responses.

18b1. In the past 30 days, have you on campus
b. Carried a weapon such as a knife or club (exclude weapons used for hunting or your job)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	6	5	7	3	0	0	13	3.8
02 No	104	95	218	97	7	100	329	96.2
Valid responses =	110	32	225	66	7	2	342	86.8

Invalid responses include no response or multiple responses.

18c1. In the past 30 days, have you on campus
c. Carried other self-defense items such as mace, pepper spray, stun guns, etc.

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	5	5	43	19	0	0	48	14.2
02 No	105	95	180	81	6	100	291	85.8
Valid responses =	110	32	223	66	6	2	339	86.0

Invalid responses include no response or multiple responses.

18d1. In the past 30 days, have you on campus
d. Received hateful language communications (including e-mail and other alternate forms of hate mail)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	2	2	5	2	0	0	7	2.1
02 No	107	98	219	98	7	100	333	97.9
Valid responses =	109	32	224	66	7	2	340	86.3

Invalid responses include no response or multiple responses.

18e1. In the past 30 days, have you on campus
e. Witnessed verbal aggression by students toward other students

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	14	13	27	12	0	0	41	12.2
02 No	94	87	195	88	5	100	294	87.8
Valid responses =	108	32	222	66	5	1	335	85.0

Invalid responses include no response or multiple responses.

18f1. In the past 30 days, have you on campus
f. Witnessed physical aggression by students toward other students

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	2	2	6	3	0	0	8	2.4
02 No	106	98	218	97	6	100	330	97.6
Valid responses =	108	32	224	66	6	2	338	85.8

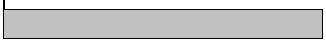
Invalid responses include no response or multiple responses.

18g1. In the past 30 days, have you on campus
g. Witnessed verbal aggression by students toward faculty/staff

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Yes	8	7	22	10	1	14	31	9.1	
02 No	101	93	202	90	6	86	309	90.9	
Valid responses =	109	32	224	66	7	2	340	86.3	

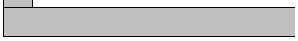
Invalid responses include no response or multiple responses.

18h1. In the past 30 days, have you on campus
h. Witnessed physical aggression by students toward faculty/staff

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Yes	0	0	1	0	0	0	1	0.3	
02 No	108	100	222	100	7	100	337	99.7	
Valid responses =	108	32	223	66	7	2	338	85.8	

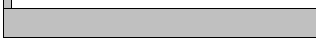
Invalid responses include no response or multiple responses.

18i1. In the past 30 days, have you on campus
i. Witnessed verbal aggression by faculty/staff toward students

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Yes	7	6	22	10	1	17	30	8.9	
02 No	101	94	202	90	5	83	308	91.1	
Valid responses =	108	32	224	66	6	2	338	85.8	

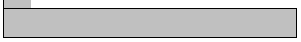
Invalid responses include no response or multiple responses.

18a2. In the past 30 days, have you off campus
a. Carried a firearm (exclude weapons used for hunting or your job)

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Yes	2	2	6	3	0	0	8	2.4	
02 No	106	98	215	97	6	100	327	97.6	
Valid responses =	108	32	221	66	6	2	335	85.0	

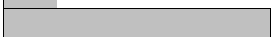
Invalid responses include no response or multiple responses.

18b2. In the past 30 days, have you off campus
b. Carried a weapon such as a knife or club (exclude weapons used for hunting or your job)

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Yes	13	12	16	7	0	0	29	8.7	
02 No	96	88	204	93	6	100	306	91.3	
Valid responses =	109	33	220	66	6	2	335	85.0	

Invalid responses include no response or multiple responses.

18c2. In the past 30 days, have you off campus
c. Carried other self-defense items such as mace, pepper spray, stun guns, etc.

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Yes	7	6	49	22	0	0	56	16.7	
02 No	101	94	171	78	7	100	279	83.3	
Valid responses =	108	32	220	66	7	2	335	85.0	

Invalid responses include no response or multiple responses.

18d2. In the past 30 days, have you off campus
d. Received hateful language communications (including e-mail and other alternate forms of hate mail)

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	7	6	18	8	0	0	25	7.4
02 No	102	94	204	92	5	100	311	92.6
Valid responses =	109	32	222	66	5	1	336	85.3

Invalid responses include no response or multiple responses.

18e2. In the past 30 days, have you off campus
e. Witnessed verbal aggression by students toward other students

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	23	21	28	13	0	0	51	15.4
02 No	86	79	189	87	5	100	280	84.6
Valid responses =	109	33	217	66	5	2	331	84.0

Invalid responses include no response or multiple responses.

18f2. In the past 30 days, have you off campus
f. Witnessed physical aggression by students toward other students

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	11	10	21	9	0	0	32	9.6
02 No	95	90	201	91	7	100	303	90.4
Valid responses =	106	32	222	66	7	2	335	85.0

Invalid responses include no response or multiple responses.

18g2. In the past 30 days, have you off campus
g. Witnessed verbal aggression by students toward faculty/staff

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	3	3	12	5	1	14	16	4.8
02 No	105	97	208	95	6	86	319	95.2
Valid responses =	108	32	220	66	7	2	335	85.0

Invalid responses include no response or multiple responses.

18h2. In the past 30 days, have you off campus
h. Witnessed physical aggression by students toward faculty/staff

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	2	2	3	1	0	0	5	1.5
02 No	106	98	218	99	8	100	332	98.5
Valid responses =	108	32	221	66	8	2	337	85.5

Invalid responses include no response or multiple responses.

18i2. In the past 30 days, have you off campus
i. Witnessed verbal aggression by faculty/staff toward students

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Yes	1	1	3	1	1	14	5	1.5
02 No	106	99	217	99	6	86	329	98.5
Valid responses =	107	32	220	66	7	2	334	84.8

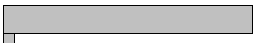
Invalid responses include no response or multiple responses.

19. During the past 12 months, were you harassed, physically attacked, or harmed for any of the following reasons

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 N/A (not harassed or attacked)	109	97	213	94	9	16	331	84.0	
02 Gender	0	0	2	1	0	0	2	0.5	
03 Sexual orientation	0	0	6	3	0	0	6	1.5	
04 Race/ethnicity	0	0	3	1	0	0	3	0.8	
05 Religion	0	0	2	1	0	0	2	0.5	
06 Disability	0	0	0	0	0	0	0	0.0	
07 Other reason	2	2	3	1	0	0	5	1.3	

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

20. Of the following events, indicate which you have experimented with or participated in while in this institution

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 None	99	88	200	88	8	14	307	77.9	
02 Sexual Harassment	3	3	11	5	0	0	14	3.6	
03 Persecution	0	0	7	3	0	0	7	1.8	
04 Rape	0	0	2	1	0	0	2	0.5	
05 Physical or Verbal Aggression	9	8	14	6	1	2	24	6.1	

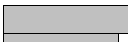
Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

21. What age were you when you had sexual intercourse/relations for the first time

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 I never had sexual intercourse/re	41	38	77	34	2	25	120	35.0	
02 12 years or younger	6	6	0	0	0	0	6	1.7	
03 13-15 years	18	17	37	16	1	13	56	16.3	
04 16-18 years	37	34	86	38	4	50	127	37.0	
05 19-21 years	7	6	23	10	1	13	31	9.0	
06 21 years or more	0	0	3	1	0	0	3	0.9	
Valid responses =	109	32	226	66	8	2	343	87.1	

Invalid responses include no response or multiple responses.

22. How many sexual partners have you had in the last year

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 None	48	43	84	37	1	17	133	38.8	
02 1	32	29	90	40	1	17	123	35.9	
03 2	9	8	29	13	1	17	39	11.4	
04 3	5	5	10	4	2	33	17	5.0	
05 4 or more	17	15	13	6	1	17	31	9.0	
Valid responses =	111	32	226	66	6	2	343	87.1	

Invalid responses include no response or multiple responses.

23. The last time you had sexual relations, what method was used to avoid pregnancy

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 I haven't had sexual relations	41	39	77	35	1	14	119	36.1	
02 Rhythm method	3	3	9	4	1	14	13	3.9	
03 Contraceptive pills	2	2	10	5	1	14	13	3.9	
04 Condoms	44	42	75	35	2	29	121	36.7	
05 Interruption method	1	1	9	4	1	14	11	3.3	
06 Other method	1	1	7	3	0	0	8	2.4	
07 I didn't use a method	14	13	30	14	1	14	45	13.6	
Valid responses =	106	32	217	66	7	2	330	83.8	

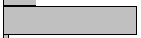
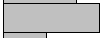
Invalid responses include no response or multiple responses.

24. Do you use alcohol or other drugs when you have sexual relations

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 I haven't had sexual relations	45	41	79	35	2	29	126	37.1	
02 No	38	35	106	47	4	57	148	43.5	
03 At times	24	22	38	17	1	14	63	18.5	
04 Often	2	2	1	0	0	0	3	0.9	
Valid responses =	109	32	224	66	7	2	340	86.3	

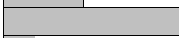
Invalid responses include no response or multiple responses.

25. If you had a problem with drugs or alcohol, which of the following people from your institution would you look to for help

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Counselor	52	46	100	44	3	5	155	39.3	
02 Prevention program	21	19	43	19	0	0	64	16.2	
03 Professor	14	13	26	12	0	0	40	10.2	
04 Psychologist	46	41	115	51	2	4	163	41.4	
05 Dean of students	3	3	3	1	0	0	6	1.5	
06 Minister, pastor, priest	17	15	27	12	0	0	44	11.2	
07 Student	16	14	29	13	0	0	45	11.4	
08 Doctor, nurse	26	23	64	28	0	0	90	22.8	
09 Friend that has not used drugs	38	34	77	34	3	5	118	29.9	
10 Friend who has used drugs	20	18	33	15	0	0	53	13.5	
11 Other	7	6	17	8	0	0	24	6.1	

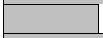
Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

26. Reasons why I don't drink alcohol or drink in moderation

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Because of religious values	27	24	70	31	1	2	98	24.9	
02 Risks to my health	70	63	141	62	5	9	216	54.8	
03 Unwanted sexual advances	15	13	24	11	0	0	39	9.9	
04 Affects my studies and grades	50	45	108	48	4	7	162	41.1	
05 Interferes with activities	34	30	58	26	1	2	93	23.6	
06 Respect for my parents/family	38	34	83	37	3	5	124	31.5	

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

27. I don't use other drugs because

	Male		Female		Unknown		Total		
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	
01 Because of religious values	33	29	84	37	1	2	118	29.9	
02 Risks to my health	84	75	160	71	5	9	249	63.2	
03 Unwanted sexual advances	21	19	37	16	1	2	59	15.0	
04 Affects my studies and grades	60	54	135	60	5	9	200	50.8	
05 Interferes with activities	38	34	78	35	1	2	117	29.7	
06 Respect for my parents/family	51	46	108	48	4	7	163	41.4	

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

28. I drink alcohol because

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 I don't drink	50	45	103	46	1	2	154	39.1
02 It's part of university life	4	4	13	6	2	4	19	4.8
03 I like it	44	39	91	40	2	4	137	34.8
04 To forget my problems	10	9	20	9	1	2	31	7.9
05 Everyone does it	0	0	6	3	0	0	6	1.5
06 Other reason	12	11	18	8	1	2	31	7.9

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

29. I use other drugs because

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 I don't use drugs	99	88	208	92	4	7	311	78.9
02 It's part of university life	1	1	3	1	0	0	4	1.0
03 I like it	11	10	13	6	0	0	24	6.1
04 To forget my problems	2	2	3	1	0	0	5	1.3
05 Everyone does it	0	0	0	0	0	0	0	0.0
06 Other reason	4	4	0	0	1	2	5	1.3

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

30. I have sexual relations because

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 I love my partner	28	25	89	39	1	2	118	29.9
02 I like it	51	46	92	41	2	4	145	36.8
03 My partner demands it	1	1	2	1	0	0	3	0.8
04 Improves relationship with partn	10	9	25	11	1	2	36	9.1
05 I do not have sexual relations	44	39	80	35	1	2	125	31.7
06 Other reason	4	4	12	5	1	2	17	4.3

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

31. I don't have sexual relations because

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Fear sexually transmitted diseas	19	17	42	19	0	0	61	15.5
02 Of fear of unwanted pregnancy	19	17	52	23	2	4	73	18.5
03 Religious values	14	13	32	14	0	0	46	11.7
04 Emotional implications	5	4	15	7	0	0	20	5.1
05 I choose to wait	27	24	67	30	2	4	96	24.4
06 I have no one to have it with	26	23	35	15	1	2	62	15.7

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

32a. During the past 12 months, how often have you experienced
a. suicidal thoughts

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	93	85	181	82	2	67	276	83.1
02 One time	9	8	18	8	1	33	28	8.4
03 2-4 times	6	6	16	7	0	0	22	6.6
04 5-9 times	0	0	4	2	0	0	4	1.2
05 10 or more times	1	1	1	0	0	0	2	0.6
Valid responses =	109	33	220	66	3	1	332	84.3

Invalid responses include no response or multiple responses.

32b. During the past 12 months, how often have you experienced
b. lack of interest in socializing with others

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	63	57	107	49	1	25	171	51.0
02 One time	11	10	20	9	0	0	31	9.3
03 2-4 times	21	19	53	24	2	50	76	22.7
04 5-9 times	2	2	12	5	0	0	14	4.2
05 10 or more times	14	13	28	13	1	25	43	12.8
Valid responses =	111	33	220	66	4	1	335	85.0

Invalid responses include no response or multiple responses.

32c. During the past 12 months, how often have you experienced
c. significant losses in your life

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	86	78	145	67	2	67	233	71.0
02 One time	17	15	44	20	0	0	61	18.6
03 2-4 times	7	6	23	11	1	33	31	9.5
04 5-9 times	0	0	2	1	0	0	2	0.6
05 10 or more times	0	0	1	0	0	0	1	0.3
Valid responses =	110	34	215	66	3	1	328	83.2

Invalid responses include no response or multiple responses.

32d. During the past 12 months, how often have you experienced
d. profound sadness and/or depression

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	50	45	85	38	1	33	136	40.6
02 One time	25	23	35	16	1	33	61	18.2
03 2-4 times	23	21	53	24	1	33	77	23.0
04 5-9 times	5	5	26	12	0	0	31	9.3
05 10 or more times	8	7	22	10	0	0	30	9.0
Valid responses =	111	33	221	66	3	1	335	85.0

Invalid responses include no response or multiple responses.

32e. During the past 12 months, how often have you experienced
e. attempted suicide

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Never	109	98	206	95	3	100	318	96.1
02 One time	1	1	8	4	0	0	9	2.7
03 2-4 times	1	1	3	1	0	0	4	1.2
04 5-9 times	0	0	0	0	0	0	0	0.0
05 10 or more times	0	0	0	0	0	0	0	0.0
Valid responses =	111	34	217	66	3	1	331	84.0

Invalid responses include no response or multiple responses.

33. If you thought of taking your life, what was the main reason

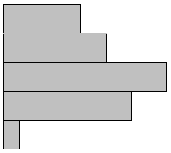
	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 I have not thought of taking my li	104	96	195	91	4	100	303	92.9
02 Problems with parents/family	1	1	8	4	0	0	9	2.8
03 Problems with my partner	0	0	3	1	0	0	3	0.9
04 Problems with my studies	0	0	3	1	0	0	3	0.9
05 Economic problems	0	0	1	0	0	0	1	0.3
06 Sexual violation and/or aggressi	1	1	0	0	0	0	1	0.3
07 Other reason	2	2	4	2	0	0	6	1.8
Valid responses =	108	33	214	66	4	1	326	82.7

Invalid responses include no response or multiple responses.

34. Which of the following sources of strength do you use to deal with difficult situations

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Other help	32	29	61	27	2	4	95	24.1
02 Support from my friends	36	32	91	40	0	0	127	32.2
03 Family support	63	56	134	59	3	5	200	50.8
04 Religious or spiritual beliefs	56	50	99	44	2	4	157	39.8
05 Seek professional help	7	6	13	6	0	0	20	5.1

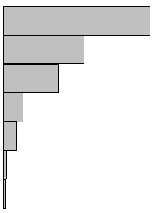
Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.



35. Year of study

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 1st year	49	44	106	47	1	25	156	45.7
02 2nd year	34	30	50	22	2	50	86	25.2
03 3rd year	14	13	45	20	0	0	59	17.3
04 4th year	8	7	13	6	0	0	21	6.2
05 5th year or more	5	4	9	4	0	0	14	4.1
06 Grad Student	0	0	2	1	1	25	3	0.9
07 Other	2	2	0	0	0	0	2	0.6
Valid responses =	112	33	225	66	4	1	341	86.5

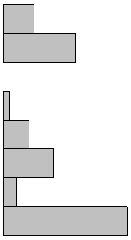
Invalid responses include no response or multiple responses.



36. What department are you with

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Art	15	14	17	8	0	0	32	9.4
02 Sciences	16	14	59	26	1	33	76	22.4
03 Agriculture	0	0	0	0	0	0	0	0.0
04 Engineering / Architecture	4	4	2	1	0	0	6	1.8
05 Education	10	9	17	8	0	0	27	8.0
06 Business Administration	19	17	34	15	0	0	53	15.6
07 Communications	6	5	8	4	0	0	14	4.1
08 Other	41	37	88	39	2	67	131	38.6
Valid responses =	111	33	225	66	3	1	339	86.0

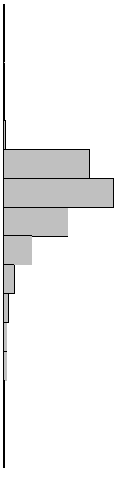
Invalid responses include no response or multiple responses.



37. Age

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
00	1	1	0	0	0	0	1	0.3
08	0	0	0	0	1	20	1	0.3
09	0	0	1	0	0	0	1	0.3
16	0	0	1	0	0	0	1	0.3
17	1	1	1	0	0	0	2	0.6
18	25	24	65	29	0	0	90	26.9
19	41	39	72	32	2	40	115	34.3
20	17	16	48	21	2	40	67	20.0
21	10	9	20	9	0	0	30	9.0
22	3	3	8	4	0	0	11	3.3
23	2	2	3	1	0	0	5	1.5
24	2	2	2	1	0	0	4	1.2
25	3	3	1	0	0	0	4	1.2
37	1	1	0	0	0	0	1	0.3
47	0	0	1	0	0	0	1	0.3
48	0	0	1	0	0	0	1	0.3
Valid responses =	106	32	224	67	5	1	335	85.0

Invalid responses include no response or multiple responses.



38. Place of origin

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Puerto Rico	101	96	207	97	4	100	312	96.9
02 Central America	0	0	1	0	0	0	1	0.3
03 South America	0	0	0	0	0	0	0	0.0
04 United States	1	1	3	1	0	0	4	1.2
05 Other	3	3	2	1	0	0	5	1.6
Valid responses =	105	33	213	66	4	1	322	81.7

Invalid responses include no response or multiple responses.

39. Marital status

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Single, living with partner	12	11	20	9	0	0	32	9.5
02 Single	95	87	198	88	4	100	297	88.1
03 Married	0	0	4	2	0	0	4	1.2
04 Divorced	0	0	0	0	0	0	0	0.0
05 Separated	0	0	2	1	0	0	2	0.6
06 Widowed	2	2	0	0	0	0	2	0.6
Valid responses =	109	32	224	66	4	1	337	85.5

Invalid responses include no response or multiple responses.

40. Gender

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Male	112	100	0	0	0	0	112	33.1
02 Female	0	0	226	100	0	0	226	66.9
Valid responses =	112	33	226	67	0	0	338	85.8

Invalid responses include no response or multiple responses.

41a. Living arrangements
A. Where

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 House	102	92	191	85	2	67	295	87.0
02 Residence Hall/Dorm	0	0	0	0	0	0	0	0.0
03 Apartment/Lodging	6	5	28	12	1	33	35	10.3
04 Permanent Residence	3	3	6	3	0	0	9	2.7
Valid responses =	111	33	225	66	3	1	339	86.0

Invalid responses include no response or multiple responses.

41b. Living arrangements
B. With Whom

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Alone	7	6	4	2	0	0	11	2.8
02 With 1 or 2 roommate(s)	3	3	17	8	0	0	20	5.1
03 With 3 or more roommates	3	3	9	4	1	2	13	3.3
04 With parent(s)	89	79	169	75	2	4	260	66.0
05 With spouse	0	0	3	1	0	0	3	0.8
06 With partner	2	2	14	6	0	0	16	4.1
07 With children	0	0	7	3	0	0	7	1.8
08 Other	5	4	15	7	0	0	20	5.1

Valid responses = all responses and blanks: since multiple responses were possible, more than 100% may be indicated.

42. Approximate grade point average

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 3.50-4.00 (A)	23	21	94	42	2	40	119	34.8
02 3.49-2.50 (B)	72	64	116	52	3	60	191	55.8
03 2.00-2.49 (C)	15	13	13	6	0	0	28	8.2
04 1.00-1.59 (D)	1	1	2	1	0	0	3	0.9
05 00-0.59 (F)	1	1	0	0	0	0	1	0.3
Valid responses =	112	33	225	66	5	1	342	86.8

Invalid responses include no response or multiple responses.

43. Student status

	Male		Female		Unknown		Total	
	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.	Freq.	Pct.
01 Full-time	102	91	202	90	5	100	309	90.4
02 Part-time	9	8	20	9	0	0	29	8.5
03 Other	1	1	3	1	0	0	4	1.2
Valid responses =	112	33	225	66	5	1	342	86.8

Invalid responses include no response or multiple responses.

Appendix 38

E. STUDENT REPRESENTATIVES ON THE GOVERNING BOARD

In addition to the provisions included in Sections IV, VI, and VII of this Policy, the Student Representatives must comply with the following specific Requirements:

Students must obtain a certification issued by the Dean of Student Affairs at the beginning of each session in which the student serves as a Student Representative on the Governing Board. The certification shall authorize the appointment prior to occupy the position properly and in compliance with all the eligibility requirements specified for it in the *General Student Regulations of the University of Puerto Rico*.

Terms and Specific Conditions

1. He or she must be a regular second year student onwards.

2. A student taking nine (9) credits or more for each session of the academic year of each institutional unit at which he or she is enrolled during the term in which her or she occupies the position properly, shall be consider a regular student. The regular graduate student must be enrolled taking six (6) credits or more in each regular academic session of the institutional unit in which he or she is registered.

3. During the term in which the undergraduate student occupies the position properly on the Governing Board, a satisfactory academic progress shall be considered if he or she approves at least seventy per cent (70%) of the total of credits in his or her student program. It shall be considered that a graduate student shows a satisfactory academic progress if he or she approves at least twelve (12) credits included on his or her student program during the academic year.

4. The Regulatory time limit to complete the degree extends thru the same number of months during which the student has served as a representative on the Governing Board.

5. Neither alternate representatives nor substitutes are eligible to receive financial aid.

F. ATHLETES

In addition to provisions included in Sections IV, VI, and VII of this Policy, Athletes must comply with the following Specific Requirements:

1. The student-athlete shall be recommended by his or her coach/trainer prior to be accepted to be part of the team representing the campus.

2. In the event that the Athletic Director accepts the recommendation at the beginning of each academic session (semester, quarter, or trimester), he or she shall issue a certification to the Deanship of Student Affairs including the list of students that are recommended to receive financial aid because of their athletic skills, as evidence of their active and satisfactory participation.

3. A certification issued by the Dean of Student Affairs, in order to show evidence that the student has been admitted to one of the teams or delegations within the limits and systemic (fundamental) criteria stipulated in this Policy.

4. The student-athlete must be eligible to compete according to the criteria required by the Inter-university Athletic League (LAI, for its Spanish acronym) during each semester that the financial aid is granted to him or her.

5. The Athletic Director shall be responsible for supervising faithful compliance with the criteria specified in Section IV, subsection F of this Policy, for each student-athlete to whom a scholarship has been granted.

Specific Terms and Conditions

1. In order to continue receiving financial aid, student-athletes must obtain a certification issued by the Dean of Student Affairs, confirming the active and satisfactory participation in the category during the previous academic session and recommending their participation in the next session, according to the requirements stated by this Policy.

2. Neither alternate athletes nor substitutes shall qualify to receive financial aid.

3. The maximum number of students receiving this type of financial aid within this category shall not exceed the maximum number required to ensure the quality and eligibility of the teams and delegations in official contests and competitions, according to the standards acknowledged in the specific sports or discipline.

4. The financial aid for talented students is not compulsory; it is based on performance in the representative group as well as on academic performance.

G. MUSIC BANDS AND CULTURE CLUBS (MUSIC BANDS, CHOIRS, VOCALISTS, "TUNAS" [UNIVERSITY STUDENTS MUSIC GROUPS], AND THEATER PERFORMANCES)

In addition to provisions included in Sections IV, VI, and VII of this Policy, students participating in Music Bands, Culture Clubs (Music Bands, Choirs, Vocalists, "Tunas" [University Students Music Groups] must comply with the following Specific Requirements: At the beginning of each academic session (semester, quarter, trimester), the Director of each group must issue a certification to the Deanship of Students Affairs including a list of students that are recommended to receive financial aid for their talents in arts. The Director, as well, shall be responsible for supervising students' active and satisfactory participation and faithful compliance with the criteria stipulated in this Policy.

Appendix 39

CERTIFICACIÓN NÚMERO 12 (2012-13)

Yo, Luisa González Cotto, Secretaria del Senado Académico de la Universidad de Puerto Rico en Carolina, **CERTIFICO QUE:**

El Senado Académico, en reunión ordinaria celebrada el 29 de noviembre de 2012, tuvo ante su consideración la Propuesta *Institutional Assessment System.*

Luego de las consideraciones correspondientes, este Cuerpo aprobó el Institutional Assessment System, según presentado.

Y para remitir a las autoridades universitarias correspondientes, expido la presente en Carolina, Puerto Rico, hoy, seis de diciembre de dos mil doce.

Luisa González Cotto
Secretaria del Senado Académico

Vo. Bo. Trinidad Fernández-Miranda
Rectora y Presidenta del Senado Académico

University of Puerto Rico
Carolina Campus

Institutional Assessment System

Submitted to:
Prof. Trinidad Fernández-Miranda
Chancellor and President of the Academic Senate

Members of the Academic Senate

Prepared by Cristina Martínez Lebrón, M.Ed.
Assessment Coordinator
November, 2012

Table of Contents

Table of Figures i

Assessment at UPRCA 1

A. The Assessment System 2

A.1 Inputs 4

A.1.a Prospective Students' Profile and Needs Assessment 5

A.2 Processes and Context 6

A.2.a Outstanding Academic Experience and Assessment of Student Learning 7

General Education Assessment Plan 9

Assessment of Student Learning in the Majors 11

A.2.b State of the Art Administrative Functions and Facilities 12

A.2.c Assessment, Evaluation & Planning 13

A.3 Outcomes 14

A.3.a Research, Creative Work, and Faculty Development 15

A.3.b Leadership in Community & Global Settings 16

A.3.c Students' Related Outcomes 17

B. The Assessment Plans 19

C. Means for assessment 20

D. The Assessment Report and Procedures to Ensure the Use of its Results 20

E. Implementation Tasks and Logistics 24

E.1 Role of the faculty in the design and implementation of assessment processes 24

E.2 Administration responsibilities and commitment 24

E.2.a Institutional Assessment Coordinator 24

E.2.c Institutional Research Personnel 25

E.2.d Academic and Administrative Directors 25

E.2.e Deans and Chancellor 26

F. Implementation timeline 26

G. Resources and Support 26

H. Implementation Assessment 28

Conclusion 30

References 31

Appendix A: Certification 43 (2006-2007) 33

Appendix B: Use of Result Report Follow-Up Template 42

Appendix C: General Assessment Plan for Academic and Administrative Units 44

Appendix D: Structure and Guiding Questions for the Development of Assessment Plans 49

Appendix E: Structure and Guiding Questions for Assessment Reports 51

Appendix E: Preliminary Schedule of Assessment Workshops 53

Appendix F: Glossary of Terms 55

Table of Figures

Figure 1. Cycle of Assessment Implemented at UPRCA (UPRCA Self Study, 2011) 3

Figure 2. Longitudinal Model of Assessment at UPRCA..... 4

Figure 3. Types of Assessments that Comprise Inputs in the AIS..... 5

Figure 4. Assessment of Institutional Processes and Contexts..... 7

Figure 5. Levels of Assessment of Student Learning 8

Figure 6. Summary of Planning Processes at UPRCA 14

Figure 7. UPRCA's Summary of Institutional Outcomes..... 15

Figure 8. Summary of Student Related Outcomes..... 19

Figure 9. Standard Procedures for the Communication of Assessment Results to Ensure their Use in General Education..... 22

Figure 10. Standard Procedures for the Communication of Assessment Results to Ensure their Use in the Majors..... 23

The University of Puerto Rico at Carolina (UPRCA) acknowledges that the effectiveness of a higher education institution is the result of careful analysis and planning, rather than a spontaneous process or isolated efforts. Therefore, assessment at UPRCA is characterized as an integrated, holistic, and systematic process. To implement such process, UPRCA has developed an Institutional Assessment System (IAS). The IAS is an integrated system of assessment that constitutes the foundation of every assessment process at the Institution. Its purpose is to assure that assessment is an articulated process, focused in gathering data that is important for the accomplishment of our mission. At the same time, the IAS avoids the investment of resources in efforts not related to UPRCA's mission. In summary, the purpose of the IAS is to serve as a guide to administrative and academic units to contribute to the achievement of the mission, vision, and goals of the institution.

In the following sections, this document will provide specific guidelines to administrative and academic units for the implementation of assessment plans. The first section provides the foundations for assessment processes at UPRCA, aligning institutional goals with areas of assessment emphasis for the next five years. Then, the second section explains the Longitudinal Model for Assessment to be implemented at the Institution. As part of this section of the IAS, general assessment plans for general education and other academic programs are presented. The third section describes theimplementation tasks, logistics, timeframe, and resources are specified. Finally, this document provides guidelines to assess the implementation of the IAS and individual assessment plans.

Assessment at UPRCA

The University of Puerto Rico at Carolina has developed an assessment system that is aligned with institutional goals and the systemic strategic plan, *Diez para la Década*. The purpose of this alignment is to ensure that every assessment effort will serve as a pathway to the accomplishment of UPRCA's goals as related to the 10 Key Areas of *Diez para la Década*. The assessment system hereby presented has been stratified in five areas named *Assessment Emphasis*; each responding to one or more of the Key Areas. Table 1 shows the relationship between Key Areas, Institutional Goals, and Assessment Areas of Emphasis.

Table 1. Key Areas, Institutional Goals, and Assessment Areas of Emphasis.

Assessment Emphasis	Institutional Goal	Key Area (Diez para la Década)
Outstanding Academic Experience	1. To recruit the best students primarily from the northeastern area of Puerto Rico, offering them an education of excellence and services that strengthen their institutional commitment and belonging.	Sustained Ties to the Student Body.
	2. To guarantee academic offerings of excellence integrated to general and specialized education. These offerings will provide students with the tools they need to achieve professional success.	An Academic Culture of Currency, Experimentation, and Renewal.
Research, Creative Work, and Faculty Development	3. To promote an environment of competitive research and creative endeavor within the academic community that leads to the acquisition of knowledge and the solution of problems.	Competitive Research, Investigation, and Creative Work.
Assessment, Evaluation, and Planning	4. To promote cultures of assessment and planning in order to strengthen teaching-learning processes, administrative efficiency, and institutional data/research-centered decision-making procedures.	A Culture of Institutional Assessment and Evaluation.
State of the Art Administrative Functions and Facilities	5. To provide a state-of-the-art computer network that integrates and accelerates the effective output of all academic, service, administrative, research, and scholarly processes.	Technological Currency.
	8. To maintain and preserve existing physical spaces to encourage study, research, and a better quality of life for the university community.	Efficiency and Beauty in both Natural and Built Spaces.
	9. To promote the efficiency, effectiveness, and quality of institutional services by reviewing and simplifying the administrative processes.	Administrative and Managerial Optimization.
Leadership in Community and Global Setting	6. To foster ties with different community sectors to contribute to their well-being and a better quality of life.	Leadership in Community Investment and Cultural Initiatives.
	7. To promote the Institution internationally within a framework of education and globalization through the establishment of consortia and exchange programs that make the University stand out as a research and learning center.	Dedication to the Integration of the University into the World at Large.
	10. To promote UPRCA as a center of learning and culture by disseminating its contributions to the community while strengthening institutional commitment, allegiance, and collaborative ties between all university components and alumni.	Strengthened Institutional Identity.

A. The Assessment System

Assessment is a systematic activity used to gather information regarding the accomplishment of specific outcomes and to produce recommendations that can be used by decision-makers to improve the achievement of such outcomes. Because the ultimate purpose of assessment is improvement, this process is often identified as a cycle in which new outcomes are

identified every time the loop is closed (decisions are made to improve the outcome accomplishment). Figure 1 identifies each step in the assessment cycle.



Figure 1. Cycle of Assessment Implemented at UPRCA (UPRCA Self Study, 2011)

Assessment at higher education institutions is typically categorized as assessment of student learning and institutional assessment (institutional effectiveness). As the Middle States Commission on Higher Education (2006) states, institutional assessment refers to institutions' self-evaluation of their overall effectiveness in achieving its mission and goals. According to Astin (1993), the degree to which an institution has helped its students to develop the skills, knowledge, and behaviors that form part of its mission can only be measured when those cases are examined in a particular context. In other words, in order to say that the institution is accomplishing its mission, it is important to consider the characteristics of prospective students (Inputs), the interactions that take place as part of their academic experience (Processes and Context), and the short- and long-term results (Outcomes). For that reason, the IAS' plan for assessing student learning is characterized for being holistic, systematized and longitudinal (see Figure 2).

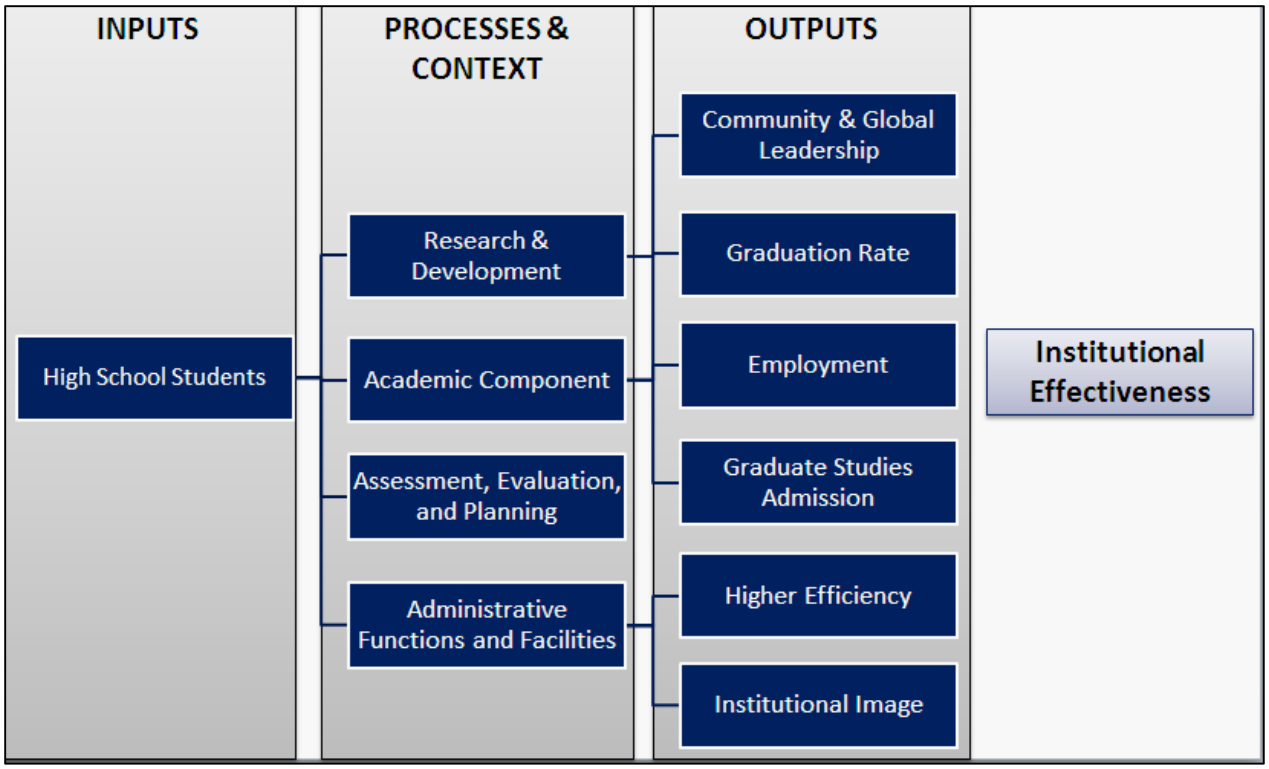


Figure 2. Longitudinal Model of Assessment at UPRCA.

A.1 Inputs

Astin (1993) defines *Inputs* as students' characteristics previous the beginning of their academic experience at a higher education institution. The assessment of inputs is particularly important as it provides the information necessary to improve modifiy Institution's processes and contexts. Such modifications are key in order to continue providing excellent services at UPRCA and to achieve its mission. For example, assessments of prospective students and environmental scans are important in order to plan ahead and assure that the Institution has the adequate infrastructure to continue serving the population it aims to serve. Therefore, a fundamental part of the IAS is the systematic assessment of multiple inputs. Some of these inputs will be measured through the Office of Planning and Institutional Research (OPEI, as abbreviated in Spanish), while other assessments will be conducted by other institutional units such as the Admissions Office and the Recruitment Unit (see Figure 3).

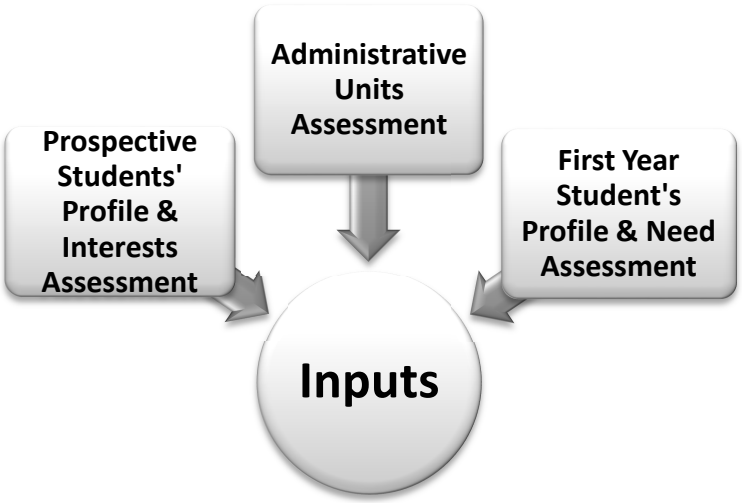


Figure 3. Types of Assessments that Comprise Inputs in the AIS

A.1.a Prospective Students' Profile and Needs Assessment

An important assessment method to determine student's input is the prospective student's profile. UPRCA uses its ties with the community, particularly the K-12 education system, to conduct a needs assessment every four years among high school students. In addition to serving as a base measure, the needs assessment allows the Institution to establish the socio-demographic profile of prospective students, identify their needs and academic interests. The former two allow the institution to develop and improve the existing programs designed to support students' academic development during the first year. The data gathered regarding students' academic interests also provides the Institution with valuable information for reviewing its academic programs, contributing to achieving its goal of having an up to date and relevant academic offer.

A.1.b Admissions Office Assessment

The Admissions Office is another place where important assessment activities take place. This office is responsible for ensuring that each admitted student represents to the population that UPRCA aims to serve. This is the foundation of most services and activities that the Institution provides. Information regarding admitted students has become an effectiveness indicator, as it is part of the first institutional goal in the UPRCA's Strategic Plan (Strategic Plan, 2006). The Admissions Office assessment is important to guarantee that the institution recruits those students whose interests and goals are congruent with the institutional mission (MSCHE, 2006).

A.1.c First Year Student's Profile

The third assessment strategy used to gather information about Inputs is the first year student's survey. This survey is currently conducted by OPEI every five years to develop a profile of incoming classes. This instrument gathers profile information of freshmen students at UPRCA, which is used for improvements at institutional and program levels. This information can also be used for benchmarking purposes.

The Inputs measures at UPRCA consist of profiling prospective and first year students, the assessment of the effectiveness of the Admissions Office, and information collected through recruitment activities.

A.2 Processes and Context

The assessment of processes and contexts is another fundamental aspect of the IAS. An optimized context increases the effectiveness of the institution and yields improved outcomes. As stated by Astin (1993), interactions with the environment are determinant in the outcomes of student learning. According to Astin, an environment is defined as "everything that happens to students during the course of an educational program that might conceivably influence the outcomes under consideration" (1993, p. 235); therefore, this definition includes the university's contexts and the processes that take place within it. While it is true that a considerable part of the assessment of processes has to do with student learning, this section of the model includes a wide variety of other processes and contexts issues. For that reason, this component of the Longitudinal Model of Assessment at UPRCA is the one most related to MSCHE standards. From institutional policies and retention practices to leadership and governance issues, all of them have a direct or indirect effect on students' experiences during their academic life and affect institutional effectiveness (see Figure 4).

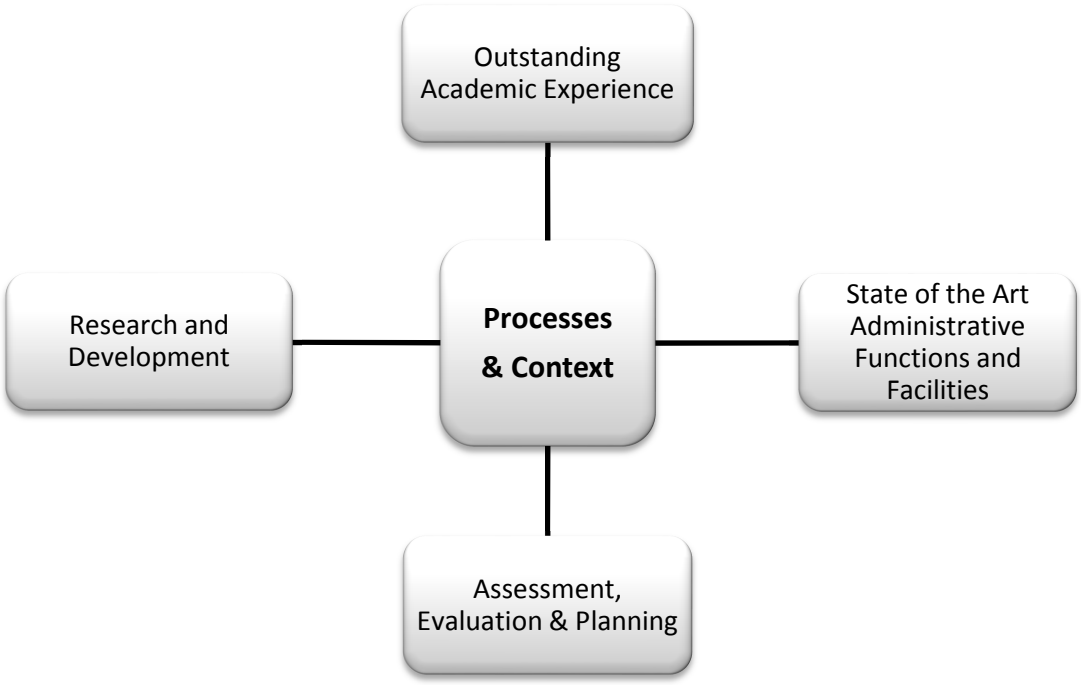


Figure 4. Assessment of Institutional Processes and Contexts

A.2.a Outstanding Academic Experience and Assessment of Student Learning

Participation in higher education impacts many aspects of students' life. It offers opportunities that go beyond developing the necessary knowledge to perform job-related tasks. As demonstrated in related literature, colleges and universities play an important role in fostering students' cognitive, social, self-authorship, ethical, and moral development, among others (Evans, Fooney, Guido, Patton, & Renn, 2010). It is important for higher education institutions to plan experiences that integrate all aspects of students' development and to promote the achievement of the learning outcomes established as part of the institutional mission.

The ultimate challenge of a higher education institution is to successfully demonstrate that students have learned what they were supposed to during their academic experience. This is evidenced through the assessment of student learning. The IAS considers all three levels of assessment of student learning (course, program, and institutional) and places the data within a solid theoretical framework of longitudinal assessment that has been adapted to fit the Institution's available data and resources. The theoretical framework places assessment of student learning and outstanding academic experiences as part of the processes and contexts that students experience during their academic life.

UPRCA's assessment of student learning is conducted at the classroom, program, and institutional levels in a complementary way. As Figure 5 shows, the data gathered in one level is added to data gathered in the next level in order to draw conclusions about student learning. This interactive and integrated approach to assessment is feasible with the Institution's available resources, while being a useful process where the results at each level provide information for decision-making at the institutional level.

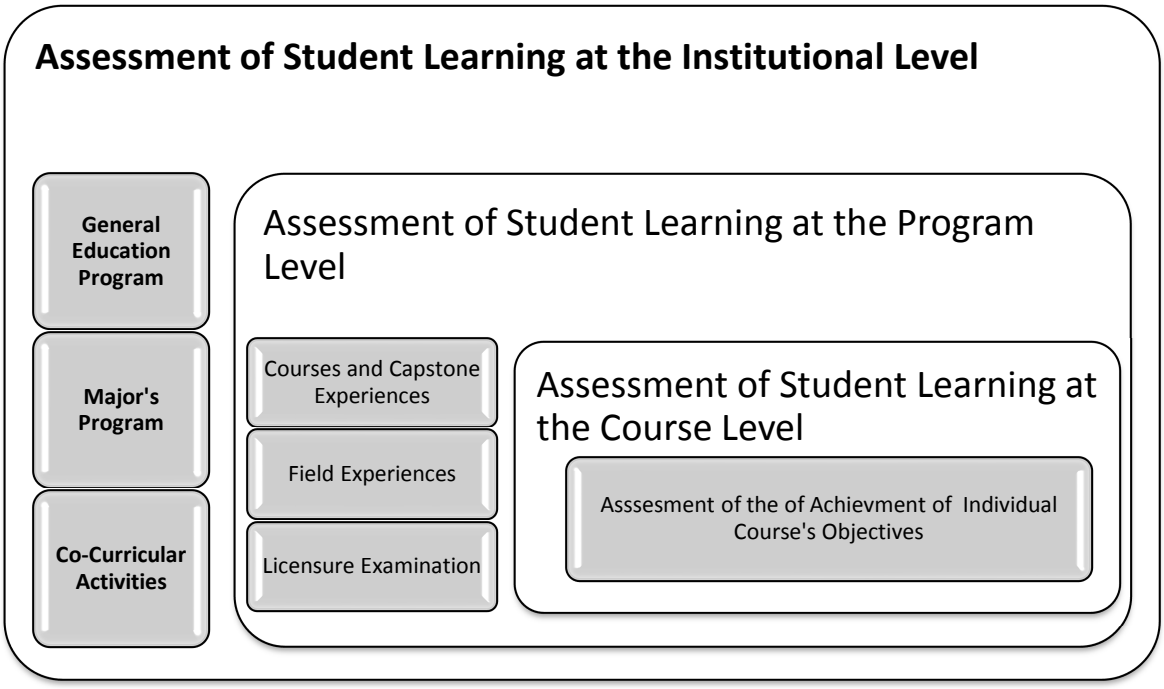


Figure 5. Levels of Assessment of Student Learning

In order to implement the plan for the assessment of student learning successfully, this assessment model of student learning requires great collaboration and coordination between General Education, Major Programs, and Co-Curricular Activities. At the program level, the assessment process requires coordination between faculty members in order to integrate the data gathered at individual courses in a single, coherent and useful report that answers the question: Are students in this major learning what they are expected to learn?

General Education Assessment Plan

The implementation of a revised and systematic General Education Assessment Plan (GEAP) started in fall 2011. The GEAP proposes the assessment of the 12 goals of the General Education Program within 3 years. Because the plan proposes the assessment of approximately four goals per year, it provides the required time for the development of an assessment plan in the academic departments that have not yet implemented an assessment plan.

During the academic years 2011-2012 and 2012-2013 assessment activities using direct measures are scheduled for the following academic units: Information and Technologies Literacy Program, Natural Sciences, English, and Spanish. While these academic departments are conducting activities to assess student-learning outcomes, other departments will be developing or reviewing their own assessment plans. During the third year of the implementation of the GEAP (2013-2014), eight academic departments will be conducting activities in order to assess additional goals of the General Education Program. By academic year 2013-2014, all general education departments will have implemented assessment plans

In addition to the direct measures described above, the GEAP established the use of indirect means of assessment (see Table 2). The GEAP utilizes two types of indirect measurements: the National Survey of Student Engagement (NSSE), and a locally developed student surveys. While locally developed student surveys will be administered yearly by each academic department that offers general education courses, a global satisfaction survey with the General Education Program will be administered to a sample of second year students every two years. Funds are being identified to conduct the NSSE every five years. Data from the NSSE and other assessment results would be used by academic majors for the periodical review required by Certification #43 (2006-2007) (see Appendix A).

In order to collect this information, the General Education program coordinator will meet with the assessment coordinators of each academic department that offer general education courses during year 2012-2013 to schedulea timeline for data gathering procedures for the following academic years. At the end of each academic quarter, assessment coordinators will submit a copy of their assessment results to the General Education coordinator. At the end of every academic year, the general education coordinator will write a comprehensive assessment report to be submitted to the academic dean. This report will unify the information on the direct and indirect assessment results conducted quarterly by assessment coordinators at departmental level. The assessment results presented in this comprehensive report will be shared with the

General Education Committee and other faculty members to discuss recommendations and develop action plans.

The General Education Committee will meet once or more times (as needed) to decide which recommendations are to be implemented and proceed to share the results with the academic community (see section D of this document for a detailed diagram of the process to ensure the communication of assessment results and its use for decision making). Once the assessment cycle described in Table 2 is completed, it will start over again to assess the learning outcomes once improvements resulting from previous assessment have been adopted.

Since institutional learning goals at UPRCA are those for General Education (GenEd) (Suskie & Banta, 2009), they are directly assessed in GenEd courses and activities, and are complemented with the assessment of student learning in the majors where GenEd goals are reinforced (see Figure 5). The accomplishment of student learning outcomes at the institutional level is also indirectly assessed through student surveys; employer's interviews; and other measures described in section A.3.c (page 15).

Table 2. Basic Cycle of Assessment of the General Education Program

General Education Goals Assessment	2010	2011-2012	2012-2013		2013-2014	
	Indirect Measures	Direct Measures	Direct Measures	Indirect Measure	Direct Measures	Indirect Measure
Goal 1: Computer and Information Literacy	National Survey of Student Engagement		Various (Ex. CISO 3227)	ITLP*		Student's Survey
Goal 2: Major Disciplines			Natural Sciences			
Goal 3: Modes of Inquiry						
Goal 4: Quantitative and Statistical Analysis						
Goal 5: Critical Thinking					Various	
Goal 6: Communication		English	English Spanish			
Goal 7: Ethics					Various	
Goal 8: Aesthetics					Humanities	
Goal 9: Interdependence and Diversity			Social Sciences			
Goal 10: Life Skills					Interdisciplinary Seminar	
Goal 11: Collaborative and Responsible Involvement				Social Sciences		
Goal 12: Physical Wellness				Education		

*ITLP = Information and Technology Literacy Program

Notes: Specific information about the courses to be assessed, the person responsible to coordinate the assessment process, and the assessment techniques to be used will be available in the assessment plan of each academic department. This assessment plan is subject to modifications according to the revision of the General Education Program

Assessment of Student Learning in the Majors

Assessment of student learning at the program level is a main component of the IAS. However, the role of the Assessment Office is to provide support and advice to academic programs, as they are the owners of these processes. Assessment procedures are similar across all academic programs. First, the assessment process needs to comply with the full cycle of assessment as described at the beginning of this document (see Figure 1). Second, the curriculum map of each major identifies the learning outcomes addressed by course, and assessment is conducted in those courses that constitute the primary source of information for those particular outcomes. Third, the results of such assessment are shared with the program's faculty; assessment results of outcomes related to General Education are shared with the General Education coordinator. The results of other assessment initiatives follow the standard procedures for the communication of assessment results to ensure the use of results in major programs as shown in Figure 10. Evidence of the use of results at course and program level should be submitted to the Assessment Coordinator using the *Use of Results Report Follow-up Template* available at the Assessment Office (Appendix B).

As previously mentioned, assessment plans are developed by assessment coordinators in collaboration with faculty members within each academic program. For that reason, the academic programs at UPRCA are not in the same stage in the development of a culture of assessment. While some programs are ahead in this process, others are in earlier stages. Consequently, the schedules for implementation of assessment plans vary by academic programs as described in the Appendix C of this document. For example, some academic programs are currently implementing assessment activities or reviewing the program's goals or expected learning outcomes, while others has not set yet specific dates to implement their plans. Therefore, the schedule in Appendix C proposes an adapted schedule that takes into consideration such differences. The schedule for assessment activities is based on the results of *Self-Assessment of Program Learning* (2009), document analysis, and interviews with assessment coordinators conducted by the Assessment Coordinator (2011).

Table 2. Preliminary Schedule for Assessment Activities in the Majors

Major Academic Program	2011-2012		Employer's, Exit or Alumni Surveys****	2012-2013	2013-2014	2014-2015	2015
	Direct Measures including Pre-Test/Post-Test and Student's Work Sample						Indirect Measures
Business Administration	-			D	G, A, R	G, A, R	Exit Survey
Hotel and Restaurant Administration	G, A, R			G, A, R	G, A, R	G, A, R	
Design	D			G, A, R	G, A, R	G, A, R	
Natural Sciences	D			G, A, R	G, A, R	CPR	
Criminal Justice (Forensic Psychology & Law and Society)	D	G, A, R		G, A, R	G, A, R	G, A, R	
Education	-			D	G, A, R	CPR	
Office Systems	D	G, A, R		G, A, R	G, A, R	G, A, R	
Automotive Technology	G, A, R			G, A, R	G, A, R	G, A, R	
Mechanical Engineering	G, A, R			G, A, R	G, A, R	G, A, R	
Instrumentation Engineering and Control Systems Technology	-			-	G, A, R	G, A, R	

Legend:

A = Data Analysis
D = Assessment Design
G = Data Gathering
R = Implementation of Recommendations
CPR = Comprehensive Program Review

Notes:

*Denotes the implementation of a new assessment plan at departmental level.
**Specific information about the courses to be assessed, the person responsible to coordinate the assessment process, and the assessment techniques to be used will be available in the assessment plan of each academic department.
***Self-Studies for professional accreditation will be added to this schedule.
****Some of this information is collected by OPEI

A.2.b State of the Art Administrative Functions and Facilities

A large amount of attention has been placed in the efficiency of administrative functions in order to avoid waste of resources. UPRCA is committed to finding ways to reduce operational expenses without sacrificing the quality of its services. For that reason, the IAS integrates multiple assessment processes to help the administrative offices systematically examine the quality of services and processes they perform and to find ways to improve such activities in

order to increase efficiency. Some of these assessments are conducted by internal personnel, while others are not. Some internally conducted assessments include (will include): satisfaction surveys, needs assessments within the administrative units and productivity studies. Additionally, administrative units may select performance indicators to monitor constantly in order to determine the achievement of particular institutional goals.

In order to assure that sufficient support is available from the Assessment Office, the previously mentioned assessment will not be conducted by all units all the time. Depending on the type of unit and its relationship with institutional goals, particular assessment activities will be conducted at a particular time. The individual units assessments results will be used for three main purposes: increase of productivity, allocation of resources, and determination of the degree of achievement with institutional goals.

A.2.c Assessment, Evaluation & Planning

An important component of both, *Diez para la Década* and UPRCA goals, is the development of a culture of planning, assessment and evaluation. This is important in order to ensure that decision-making is an informed process. Nevertheless, assessment and evaluation is more than having a plan to examine the extent to which institutional goals are achieved. It also requires an evaluation of the extent to which assessment processes have been useful and cost-efficient and to identify ways to improve such assessment processes. For this reason, the new Assessment Office includes constant training to university constituencies in a wide variety of topics in its work plan. Furthermore, a new practice is introduced in this IAS: every assessment report should include a section on the analysis of the assessment process and recommendations for its improvement.

Another important practice that is emphasized in the IAS is planning. Planning within higher education is considered an ongoing process. At UPRCA, planning takes place in different ways: as administrative and academic unit strategic plans, annual work plans, and the institutional strategic plan, among others. At the individual unit level, planning is conducted by the unit's chair (and in case of academic units, it is designed with the feedback of faculty members) and plans should be aligned with the unit's mission and goals, and with institutional goals (as established in the institutional strategic plan). Based on the long-term plans of individual units, each unit is responsible to develop an annual work plan that is used to justify

budget requests. Units are expected to develop annual plans and budget requests based on the results of assessment processes. At the end of each fiscal year, units are responsible for submitting new annual plans, a report of previous year accomplishments, and a review of the status of their five-year strategic plan to the deans (see Figure 6).

On the other hand, summative evaluations of the degree of accomplishment with the Institutional strategic plan are conducted by OPEI every year. After such analyses, a report should be submitted to the chancellor who shares it with deans and other unit's directors. Once the results are shared, recommendations are made to improve the strategies of those objectives that are not reaching expected levels of achievement. In the fifth year of the strategic plan, a summative evaluation will be conducted and a comprehensive report will be submitted to the academic constituencies previously mentioned. At this moment, procedures such as SWOT analysis, reviews of the institutional mission and vision, and environmental scans are conducted in order to get information about possible strategic directions of UPRCA during the next five years. At this point the current strategic plan is modified or a new one is developed.

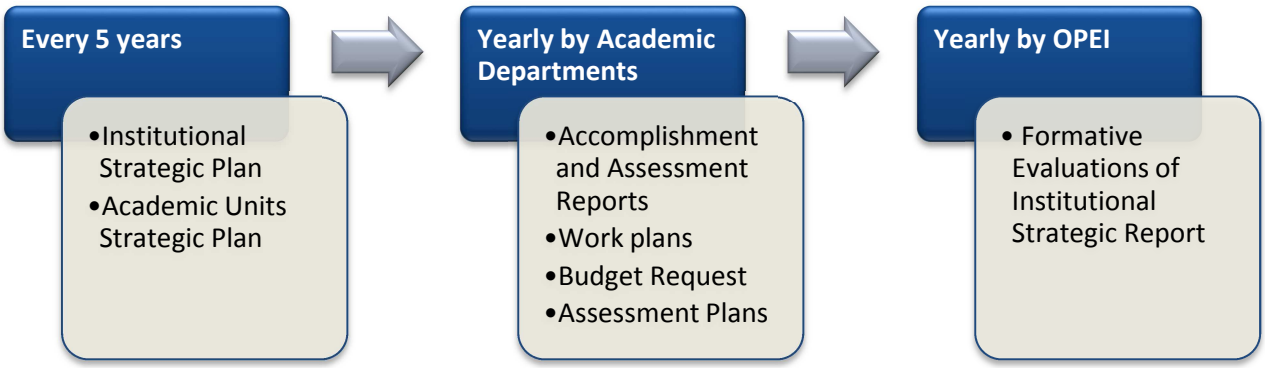


Figure 6. Summary of Planning Processes at UPRCA

A.3 Outcomes

The IAS uses short and long-term results as the best indicators of institutional effectiveness. These results are mostly related to students' achievements. On one hand, the IAS short-term outcomes provide information about best practices and early interventions that impact student development of learning outcomes. On the other hand, students' medium- and long-term

outcomes (i.e. graduation rates and job placement) serve as indicators of institutional effectiveness. The data gathered through this assessment process offers the institution a holistic perspective about the educational experience of the students at UPRCA. More specifically, it provides evidence of the achievement of institutional mission. This feedback is extremely important, as it provides information about aspects that can be improved in order to foster student learning, support decision-making processes, and promote institutional renewal.

While it is true that a variety of indicators and strategies can be used to assess student learning outcomes and institutional effectiveness, in order to develop an IAS that is feasible, cost-effective, and useful, assessment methods were established for specific areas of assessment emphasis. The selected areas are directly related to the achievement of the institutional mission and vision. Additionally, specific outcomes related to student success were included as indicators of institutional effectiveness (see Figure 7).

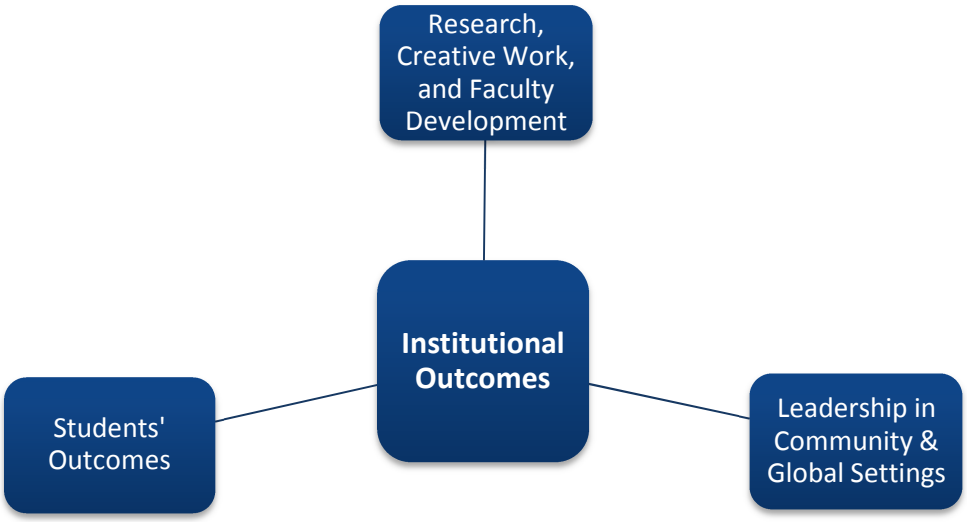


Figure 7. UPRCA's Summary of Institutional Outcomes

A.3.a Research, Creative Work, and Faculty Development

Traditionally, universities have been seen as places that produce research and creative work. The University of Puerto Rico considers research a priority area in its 10-year strategic plan, *Diez para la Década*. UPRCA currently promotes a culture of research and creative work

to the extent that it has been considered one of their ten strategic goals. As stated in the Strategic Plan, UPRCA aims “to promote an environment of competitive research and creative endeavor within the academic community that leads to the acquisition of knowledge and the solution of problems” (UPRCA Strategic Plan, 2006). For this reason, it constitutes an important part in the assessment of institutional effectiveness.

By the 2011-2012 academic year, UPRCA has developed multiple initiatives to promote research and creative work in the campus. It includes faculty development activities and support and the development of a center for faculty research and a center to support student research, among others. Because of the importance of this goal and the amount of resources invested, it is important to assess its achievement. The means identified to assess this area of emphasis are student and personnel surveys and interviews, and performance indicators, such as:

- Frequency of use of the research support center
- Number and percentage of faculty members conducting a doctorate
- Number and percentage of faculty members and students serving as presenters in professional conferences
- Number and percentage of faculty members serving as mentors to undergraduate students
- Publications (professional journals, books, etc.)
- Research collaboration

This area of assessment emphasis will require an assessment plan developed in coordination with the Deanship of Academic Affairs. This information will inform the achievement of this goal and will serve as a point of reference to compare UPRCA progress in creative work and research activity with itself.

A.3.b Leadership in Community & Global Settings

Another goal in the UPRCA Strategic Plan is related to increase the impact of UPRCA in the community and to internationalize the representation of the Institution. These goals include the participation of students in community service and exchange programs, the participation of university personnel in community service, and faculty participation in collaborative agreement with United States and foreign universities. The means identified to assess this area of emphasis

are: student and personnel surveys and interviews, and performance indicators such as number of collaborative agreements made and number of students that participated in exchange activities.

A.3.c Students' Related Outcomes

Student outcomes at the institutional level are one of the most important indicators of institutional effectiveness. For this reason, a description of the use of indirect evidence for assessment of student learning at the institutional level is included in this section. The following section focuses on describing each of the performance indicators that are incorporated to the IAS to measure institutional effectiveness related to student short-term and long-term outcomes (see Figure 8).

The first of these assessment methods is the indirect measure of student learning outcomes. Through the use of surveys, UPRCA collects data about student experiences during their academic life, their perception about developed knowledge, and the extent to which the university achieved its mission. One of these indirect means for assessment of student learning is the Exit Survey (Suskie & Banta, 2009). This instrument is currently administered to students just before the graduation ceremony. The survey is administered at UPRCA every four years and usually has a high response rate (C.L. Cruz, personal communication, July 2011). Another indirect mean for assessment is the Alumni Survey (Suskie & Banta, 2009). This instrument is administered by the OPEI every three years to students approximately a year after their graduation. This survey explores aspects related to their satisfaction with the education received, job placement, the impact of the educational experience in job opportunities, and how the educational experience could be improved.

The student related outcomes assessment also considers two important performance indicators: Graduation Rates and Job Placement. The first of these measures, Graduation Rates, is an important indicator because, when rigorous grading practices are implemented within a higher education institution, it provides indirect information that suggests the accomplishment of the institutional mission: "to form professionals with a reflective and creative capacity, a desire for innovation and continuous learning, a regard for aesthetic values, an appreciation for the merits of team work, and a high sense of responsibility and social commitment" (UPRCA's Mission, 2011). Graduation rates are measured and reported yearly to the IPEDS and to institutional community through the use of bulletins and the institutional webpage (C.L. Cruz, personal communication, July 2011). Studies conducted by the OPEI regarding graduation rates

have already yielded important institutional improvements (UPRCA's Self-Study, 2011) and are used regularly to inform planning, budget allocation, and other decisions.

Job placement rates constitute important information for decision-making, particularly when used in combination with employer's interviews. UPRCA normally collects information about job placement about a year after graduation, when students come to the university to get their diploma. The information related to job placement includes: type of employment, name of the employee, whether or not it is related to student's area of study and if the job requires supervising personnel. As with the Alumni Survey, this information is collected every three years. Indirect evidence of student learning is also collected through employer's interview (Suskie & Banta, 2009). As suggested by Nichols and Nichols (2005), very specific, field-related information regarding employer satisfaction with students that have graduated from UPRCA (only collective information) is collected. This information is gathered through interviews every four years by the OPEI (C.L. Cruz, personal communication, July 2011). In addition to job placement rates, another important measure of student outcomes is admission to graduate schools. This measure is not currently employed at UPRCA, but a plan is being developed to implement it within two years.

Finally, another important indicator of institutional effectiveness at UPRCA is student contribution to scholarship. This indirect assessment of student learning (Suskie & Banta, 2009) is of particular interest to UPRCA because the Multidisciplinary Research Center for Students was established in the Institution in 2011 in response to the fourth goal in the UPRCA Strategic Plan: "*to promote an environment of competitive research and creative endeavor within the academic community that leads to the acquisition of knowledge and the solution of problems*" (UPRCA's Strategic Plan, 2011). Some of the indicators used to assess this outcome will include publication rates, participation in research, and presentation of original work in scholarly forums and conferences.



Figure 8. Summary of Student Related Outcomes

B. The Assessment Plans

Through the analysis of successful assessment initiatives conducted at UPRCA, it has been possible to identify local best practices to be included in this assessment system. Faculty members who have worked hard on the development of an assessment culture in our campus have developed planning templates that have been very useful to some of UPRCA schools and academic departments that have experienced professional accreditation processes. These templates were based on Nichols and Nichols's (2005) model for assessment of student learning. These templates, in conjunction with this guide, serve as the basis for the development of individual assessment plans of administrative units, academic programs, courses and other co-curricular activities.

An assessment plan at any level should include the following elements: (a) intended educational outcomes, (b) program and/or institutional goal(s) to which the outcome relates, (c) person responsible for the assessment, (d) description of the assessment, (e) expected results, (f) timeframe, and (g) resources needed. Guiding questions are presented in Appendix C for the development of each part of an assessment plan.

C. Means for assessment

Means for assessment refer to the methods used to gather information concerning the accomplishment of objectives. In administrative and service units, assessment is simpler because it relies almost completely on the analysis of records and completed projects, and on the use of locally developed attitudinal assessment (Nichols & Nichols, 2005). In student learning, however, the literature shows that there is no one-size-fits-all assessment means (Middaugh, 2011). Multiplicity of means exists to support the collection of different types of data. The type of data to be collected is determined by the outcomes to be measured. The types of assessment means are classified as direct and indirect measurements. Each of these types of measurements has advantages and disadvantages. This assessment system requires the use of at least one direct and one indirect mean to assess learning outcomes.

Direct means of assessment are defined as methods that allow the collection of evidence that demonstrate learning has occurred within a course, program, or institutional level (MSCHE, 2007). Some of these methods include assignment, tests, projects, oral presentations scored by the use of a rubric, artistic performances, participation in class discussion, internship performance, etc. Indirect means of assessment, on the other hand, refer to methods that gather information suggesting learning has occurred (MSCHE, 2007). Surveys are a common example of indirect methods of assessment that identify or explore the perception of students. The results of this type of assessment often provide information about what students "think" they know instead of what they "actually know". As a result, Nichols and Nichols (2005) recommend indirect assessment to be used only as supporting evidence of the accomplishment of learning outcomes. Multiple means will be used in order to triangulate the assessment of the most salient learning outcomes.

D. The Assessment Report and Procedures to Ensure the Use of its Results

To systematize the use of the assessment results, a report template that facilitates report writing and submission has being designed. This approach aims to keep the report writing process as simple as possible while it ensures that no fundamental elements for the use of assessment results will be missing. Every assessment report should include the following: (a) intended educational outcomes, (b) program and/or institutional goal(s) to which it relates, (c) person responsible for the assessment, (d) description of the assessment, (e) results, (f)

recommendations, (g) notes on the assessment process, (h) additional comments. The components of the assessment reports apply to academic units and administrative units as well. Questions to guide the writing of each part of the report are presented in Appendix E.

Table 3. Comparison between Assessment Plans and Assessment Reports Structure

Component	Assessment Plan	Assessment Report
Intended Educational Outcomes	X	X
Program's and/or Institutional Goal(s) to which it relates	X	X
Person Responsible for the Assessment	X	X
Description of the Assessment	X	X
Timeframe	X	
Resources	X	
Results	X (Expected Results)	X
Recommendations		X
Notes on the Assessment Process		X
Additional comments	X	X

Another critical aspect of assessment is to ensure that results are shared and used for decision-making. As the UPRCA Self-Study (2011) shows, the systematization in the communication of assessment results is the most salient challenge faced by the Institution. This Plan emphasizes the importance of sharing assessment results and has proposed specific lines for the flow of information from individual courses through institution-wide decision-making. Figures 9 and 10 provide details about the assessment system; specifically, they describe the channels for information flow, and assign a particular role to each participant.

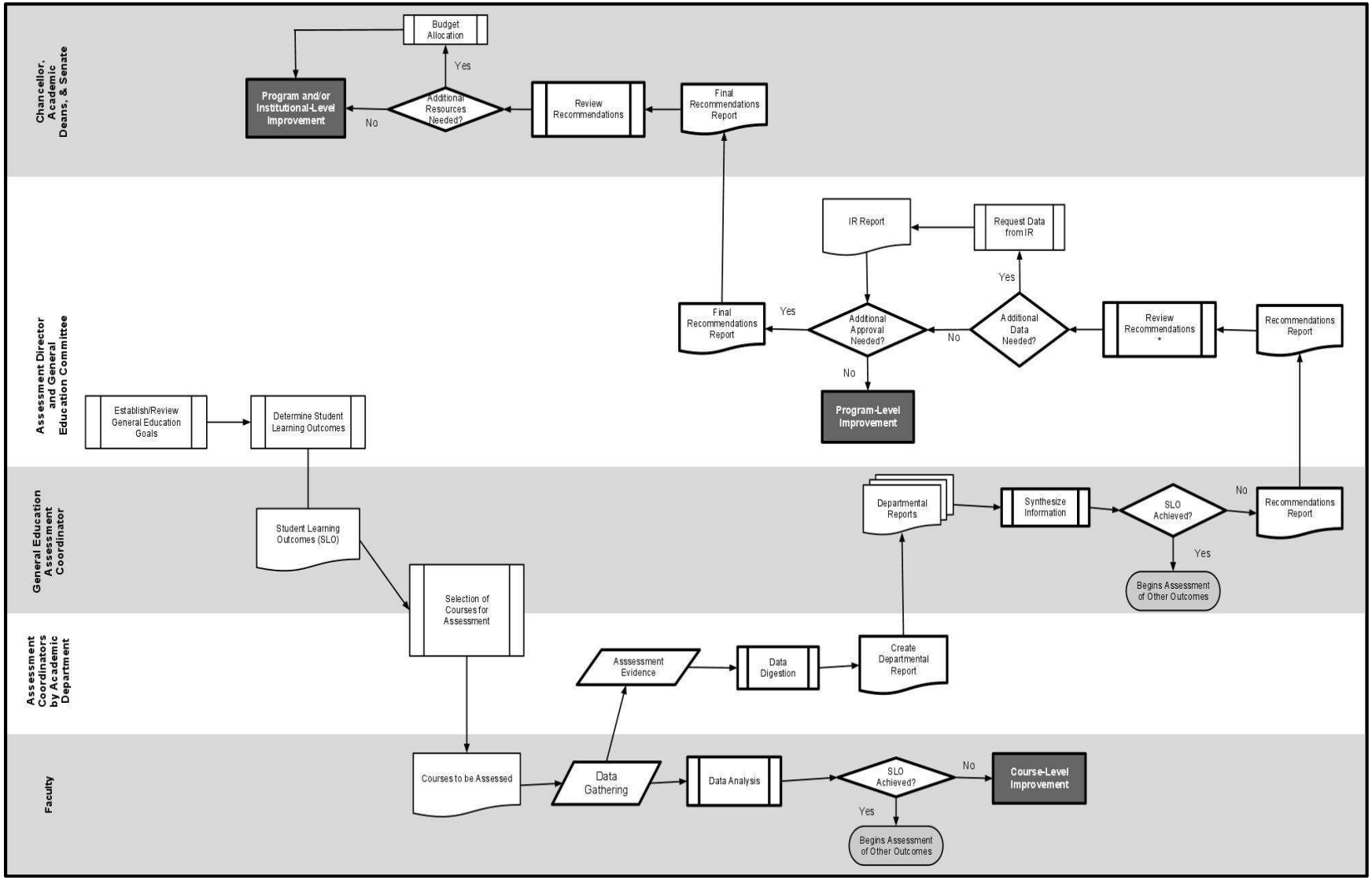


Figure 9. Standard Procedures for the Communication of Assessment Results to Ensure their Use in General Education.

*Note: Faculty will participate in determining the achievement of the SLO and will provide recommendations for improvement.

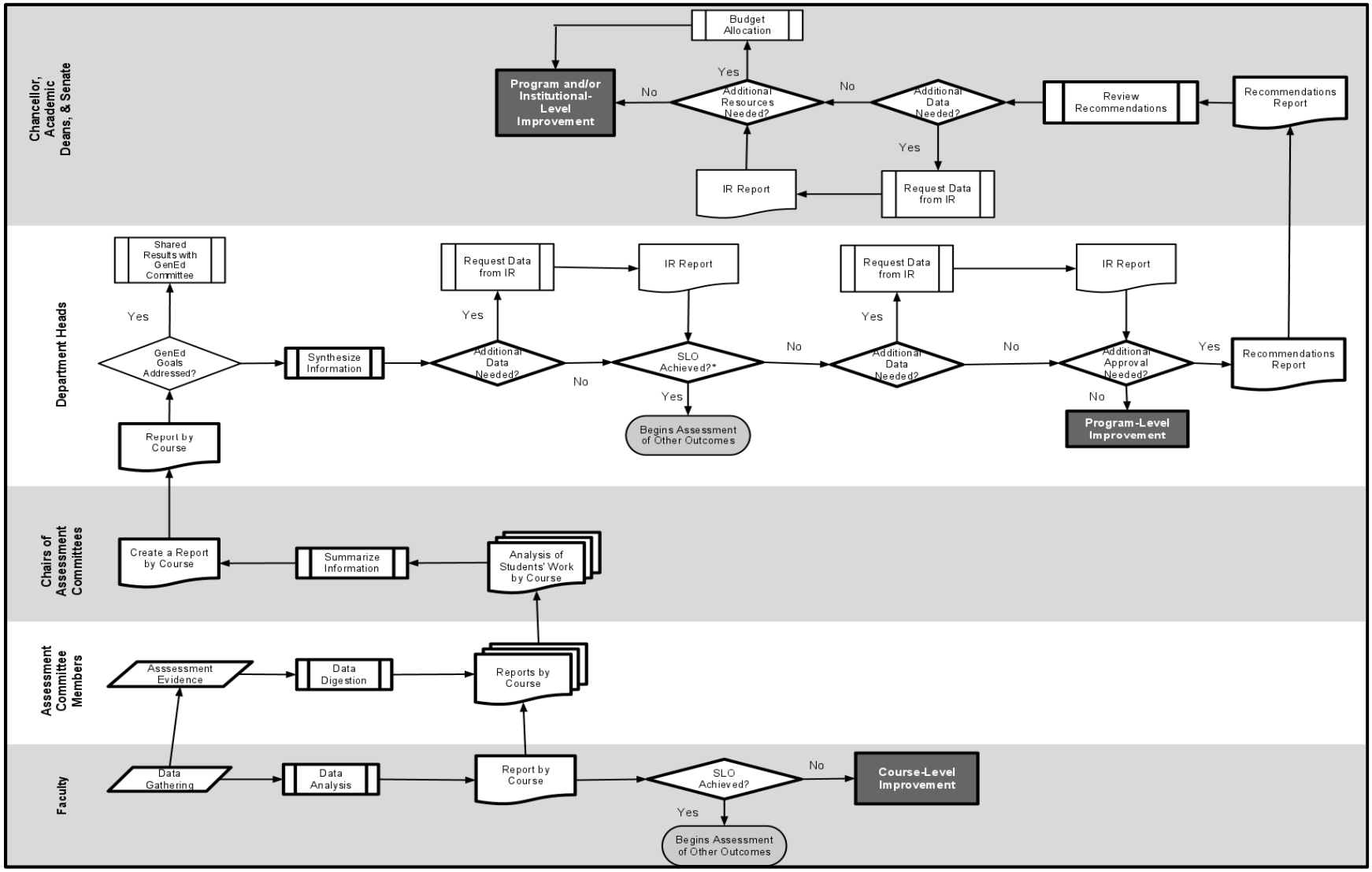


Figure 10. Standard Procedures for the Communication of Assessment Results to Ensure their Use in the Majors

E. Implementation Tasks and Logistics

The IAS proposes assessment processes that involve multiple people on campus. The following sections describe the participation that is required from different groups in order to successfully implement the IAS.

E.1 Role of the faculty in the design and implementation of assessment processes

As student learning is central to the accomplishment of our institutional mission, faculty members are at the heart of our assessment system. At UPRCA, faculty members are not only seen as responsible for gathering assessment information. They are expected, and constantly encouraged and motivated to actively participate in the assessment processes. Faculty members participate and chair assessment committees at each of our programs of study. They also serve as academic program directors that, in coordination with the assessment committee and other faculty members, are responsible for generating written recommendations and action plans to the Dean of Academic Affairs to implement the necessary changes to improve student learning throughout curricular and co-curricular experiences. At this level of participation, expertise of our faculty benefits the assessment processes at the Institution.

E.2 Administration responsibilities and commitment

The development of a culture of assessment is an institution-wide commitment. At UPRCA, people at all levels are engaged in making assessment a distinguishing characteristic of our campus. Consequently, the implementation of this assessment system benefits from a support network that includes personnel at administrative positions. Assessment is increasingly important for those in leadership positions, which include academic and administrative directors, assessment coordinators, institutional research personnel, deans, and the Chancellor. Each of these representatives has an important role as described below.

E.2.a Institutional Assessment Coordinator

The Institutional Assessment Coordinator (IAC) will provide ongoing support to faculty members conducting assessment of student learning at classroom level by providing training in assessment and action research, offering advice in the design of assessment activities and the development of assessment reports. The IAC will also support assessment coordinators in

designing and reviewing yearly assessment plans, analyzing the data and organizing assessment reports. Furthermore, the IAC will support academic and administrative directors by helping them prioritize areas for improvement based on institutional goals and identify ways to share assessment results with the community and decision-makers.

E.2.b Assessment Coordinators

Assessment coordinators are central to assessment processes at UPRCA. They, as faculty members, bridge academic and administrative decisions as to what happens in the classroom. They meet with faculty members to plan all assessments at classroom and program levels. They coordinate direct measures of assessment with other faculty members who serve as reviewers of student work. Additionally, assessment coordinators serve as informants to academic department chairs and academic deans about the results of assessment. Assessment coordinators are crucial to the support and continuity of assessment processes at our Institution.

E.2.c Institutional Research Personnel

Institutional Research (IR) personnel will be available to support assessment coordinators, academic department chairs, and other decision-makers to design and collect the data for studies related to program and institutional level assessment. IR is responsible for gathering information needed to conduct studies regarding institutional effectiveness.

E.2.d Academic and Administrative Directors

Academic department chairs and administrative unit directors support assessment processes in several ways. First, they act as decision-makers at unit and department level. They model and encourage personnel within their departments to participate in assessment. Administrative directors are also responsible for the design and implementation of assessment plans, while academic department chairs appoint faculty members that serve as assessment coordinators and frequently meet with them to assure the continuity of processes. Both directors are responsible for the submission of assessment reports to the deans and for the use of assessment reports at the program and administrative-unit level.

E.2.e Deans and Chancellor

The most important way to support assessment is through the use of its results for decision-making. This, impacts the continuity of assessment processes and the level of engagement of faculty members. Decision-makers at UPRCA are committed to the use of assessment results in decision-making processes. Deans will meet twice a year with assessment coordinators and unit directors in order to discuss results and future work on the design and implementation of plans to address those aspects. Similarly, the Chancellor will meet once a year with Institutional Assessment Coordinator and Deans, and other members of the Institutional Committee of Accreditation, Assessment, Budget, and Planning (CIAAPP, as abbreviated in Spanish) to discuss assessment results and their impact on the achievement of institutional goals. The results of this meeting are presented to the institutional committee for strategic planning. Consequently, this is a crucial step for the annual revision of the strategic plan and for budget allocation.

F. Implementation timeline

Some academic departments have been conducting assessment for approximately 10 years; however, not all academic departments are at the same stage of the assessment process (design, gathering information, analysis, recommendations, decision-making, and implementation). For that reason, this document has been adapted to show those particularities. Appendix C shows a detailed timeline for the implementation of assessment plans within the next years. However, time spent in each step of the assessment cycle will depend on the status and complexity of individual assessment plans and the objectives or learning outcomes measured.

G. Resources and Support

The literature consistently shows that in order to develop a culture of assessment it is important to base decision-making on assessment results. In order to get adequate results from assessment it is necessary to have resources and support. The literature has also identified a lack of resources and support as one of the principal reasons for the failure of assessment initiatives. Table 4 describes the support and resources that will be assigned to assessment processes described in this document.

Table 4. Support and Resources for Assessment

Process	Users / Beneficiaries	Resources and Source of Support
Training	Academic and Administrative Personnel	Academic Affairs Dean
		Assessment Coordinator serves as Facilitator
		Title V
Development of Assessment Instruments	Faculty and Institution	Assessment Office
		OPEI
Review of Students Works	Chairs of the Assessment Committees	Faculty will serve as reviewers dedicating time to this task Ad Honorem
Report Writing	Chairs of Assessment Committees, Administrative and Academic Departments Directors, Deans, and Chancellor	Academic department chairs and Assessment Committee chairs will write assessment reports
Development of an Assessment Repository	All Community	Title V acquired the license of WeaveOnline which will be administered by the Assessment Coordinator
Studies to Support Recommendations and/or Changes Proposals	Administrative and Academic Department Chairs and Deans	OPEI and Assessment Coordinator will collaborate in the development of institutional studies to complement/expand assessment results.
Communication of Assessment Results	All Community	OSI will collaborate in the adoption of the *NILOA Transparency Framework* through the development of a Webpage to inform the community about our assessment initiatives and results.
	All Community	The Assessment Office will work in collaboration with the Design Department to develop an Assessment Bulletin
Use of Assessment Results for Decision-Making	Institutional Committee of Strategic Planning , Directors, Deans, and Chancellor	Assessment Office
		Assessment Coordinators of the Academic and Administrative Units

H. Implementation Assessment

This document has a two-fold purpose. First, it aims to serve as a framework to the development of specific plans for academic and administrative units. Secondly, this document provides specific guidelines for implementation and evaluation of assessment plans. A set of guiding questions provided by the MSCHE (2011) is presented below (not all questions will apply to all academic and administrative units).

1. ***Do institutional leaders support and value a culture of assessment?*** Are there adequate, ongoing guidance, resources, coordination, and support for assessment? (This may include administrative support, technical support, financial support, professional development, policies and procedures, and governance structures that ensure appropriate collaboration and ownership.) Are assessment *efforts* recognized and valued? Are efforts to *improve teaching* recognized and valued?

2. ***Are goals, including learning outcomes, clearly articulated at every level:*** institutional, unit-level, program-level, and course-level? Do they have appropriate correlation? Do undergraduate curriculums and requirements address institutional learning outcomes and the competencies listed in Middle States' Standard 12 (General Education)? Are all learning outcomes of sufficient rigor for a higher education institution?

3. ***Have appropriate assessment processes been implemented*** for an appropriate proportion of goals? (Expectations for an "appropriate proportion" are increasing as time elapses since the adoption of the new *Characteristics of Excellence in 2002.)* Do they meet Middle States expectations, as characterized above?

4. Where assessment processes have not yet been implemented, ***have appropriate assessment processes been planned?*** Are plans feasible? Are they simple, practical, and sufficiently detailed to engender confidence that they will be implemented as planned? Do they have clear ownership? Are timelines appropriate, or are they either overly ambitious or stretched out too far?

5. ***Do assessment results provide convincing evidence*** that the institution is achieving its mission and goals, including key learning outcomes?

6. ***Have assessment results been shared*** in useful forms and discussed widely with appropriate constituents?

7. ***Have results led to appropriate decisions*** and improvements about curricula and pedagogy, programs and services, resource allocation, and institutional goals and plans?

8. ***Have assessment processes been reviewed*** **regularly?** Have reviews led to appropriate decisions and improvements in assessment processes and support for them?

9. ***Where does the institution appear to be going with assessment?*** Does it have sufficient engagement and momentum to sustain its assessment processes? Or does it appear to slow down? Are there any significant gaps in assessment processes, such as key areas where no assessment plans have been developed?

Meta-Assessment

Meta-assessment refers to the process of assessing the assessment in order to assure that the process is being effective. In addition to the guiding questions presented above, a formal process is desirable. In this regard, it is recommended to adopt the process implemented by Loyola University at Maryland to assess the processes of assessment of student learning (Scher, 2012). The process consisted of using a rubric at the end of each academic year to determine the stage in the assessment cycle (see figure 1) at which each academic program is. This assessment is conducted with the participation of at least two faculty members who volunteer to review the yearly assessment reports submitted by the academic departments. The average of the review is then used to describe the stage in the assessment process and to provide feedback to academic departments. Finally, a summary of the ratings is submitted to the Academic Senate and aggregates by college/scholls are provided. This process is very useful because provide the institution a general understanding of where the academic programs (and the insitution) is conducting assessment. This information will be valuable for the periodic report to be submitted

to MSCHE in 2016 and for reports submitted to other accreditation agencies by academic departments.

Conclusion

The IAS has been carefully designed considering current assessment practices and needs at UPRCA in order to make its implementation feasible. Since most of the assessment described in this plan is already in effect, the most important steps to successfully implement the IAS are to share it with the academic community. The integration of all assessment initiatives taking place at UPRCA with the new assessment practices described in this document will dramatically increase the use of information for decision-making and improvements during the next few years.

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Appendixes

Appendix A: Certification 43 (2006-2007)

REGLAMENTO
PARA LA EVALUACIÓN PERIÓDICA DE PROGRAMAS ACADÉMICOS EN LA UNIVERSIDAD DE PUERTO RICO

Artículo 1 — Título

El presente Reglamento se conocerá y podrá citarse como "Reglamento para la Evaluación Periódica de Programas Académicos en la Universidad de Puerto Rico".

Artículo 2 — Base Legal

Este Reglamento se adopta en virtud de lo dispuesto en la Ley de la Universidad de Puerto Rico, Ley Núm. 1 del 20 de enero de 1966, según enmendada, y del Reglamento General de la Universidad de Puerto Rico.

Artículo 3 — Propósito y Aplicación

A. Establecer las reglas de aplicación general en la evaluación uniforme y periódica de los programas académicos vigentes en todas las unidades institucionales y dependencias de la Universidad de Puerto Rico, así como para el trámite y consideración de los informes periódicos en las instancias institucionales y sistémicas correspondientes.

B. Integrar las disposiciones vigentes en la reglamentación y normativa universitaria y los requerimientos de las entidades de licencia y acreditación institucional y profesional. El mismo sustituye la Certificación Número 43 93-113 del antiguo Consejo de Educación Superior (CES).

C. Requerir que todo proceso de evaluación de programas académicos, así como el informe que resulte del mismo, debe estar en armonía con este Reglamento y con las guías para la evaluación de programas académicos de la Universidad de Puerto Rico dispuestas en virtud del mismo.

Artículo 4 — Objetivos

La promulgación del presente Reglamento tiene el fin de adelantar los siguientes objetivos:

A. Responder a la misión institucional de garantizar ofrecimientos de la más alta calidad mediante la evaluación de programas académicos en una base continua.

B. Reafirmar la cultura de evaluación en el Sistema de la Universidad de Puerto Rico al establecer un mecanismo que permite evidenciar el progreso en la consecución de las metas trazadas en DIEZ PARA LA DÉCADA.

C. Evidenciar y mejorar la calidad de la enseñanza, la investigación y el servicio mediante la revisión periódica de los resultados alcanzados por el programa, tanto de sus fortalezas como de las áreas a mejorar y de la forma de atender esas áreas, y estableciendo prioridades para la acción a corto y a mediano plazo.

D. Articular los procesos de evaluación de programas a las estructuras de planificación académica, de asignación de recursos y de toma de decisiones con trascendencia dentro y fuera de la Universidad.

E. Uniformar los procedimientos en torno a la evaluación de los programas académicos vigentes y la preparación y trámite de los informes correspondientes.

F. Establecer procesos de evaluaciones quinquenales de los programas académicos de las unidades para agilizarlos, de manera eficiente y efectiva, y viabilizar los procesos relacionados con la presentación, la consideración y el trámite de los informes de evaluación.

G. Orientar a los organismos y representantes de las distintas unidades del Sistema Universitario a cargo de la evaluación de programas académicos.

H. Propiciar una mejor comunicación y colaboración entre los funcionarios e instancias que participan en la evaluación periódica de los programas académicos.

Artículo 5 — Definiciones

Para fines de este Reglamento se establecen las siguientes definiciones:

A. *Programa académico:* Conjunto de asignaturas, materias u ofrecimientos educativos, organizado por disciplinas o interdisciplinario, de tal forma que da derecho a quien lo completa satisfactoriamente a recibir de la institución que lo ofrece el reconocimiento oficial, producto del estudio formal, ya sea de nivel subgraduado, graduado o profesional.

B. *Evaluación de programa:* La evaluación de programas es un proceso que da seguimiento al estado de situación, la efectividad y el progreso de los programas académicos, reconociendo y respondiendo a las fortalezas y las limitaciones, identificando direcciones importantes en las disciplinas y las profesiones que necesiten ser atendidas, evaluando la relación y la contribución entre programas y la relación con la misión y los planes de desarrollo y agendas de planificación de la unidad y de la Universidad de Puerto Rico.

Artículo 6 — Evaluaciones requeridas

A. EVALUACIÓN INTERNA. Todos los programas académicos del Sistema de la Universidad de Puerto Rico, tanto subgraduados como graduados, serán evaluados en ciclos de cinco años para reafirmar su excelencia y pertinencia, determinar su efectividad, justificar su continuación o revisión, de ser necesario. Este requisito deberá satisfacerse independientemente de los métodos de financiamiento (fondos institucionales, auto financiación, fondos externos u otros), la unidad o unidades académicas que son directamente responsables de su administración (departamentos, facultades, colegios, escuelas, División de Educación Continua y Estudios Profesionales (DECEP), u otros), los medios educativos y cualesquiera otras dimensiones no contempladas o mencionadas antes.

B. EVALUACIÓN DE ACREDITACIÓN. Todos los programas académicos del Sistema de la Universidad de Puerto Rico que sean evaluados periódicamente por agencias acreditadoras o agencias de evaluación externa similares, estarán eximidos de un proceso evaluativo adicional, siempre y cuando se evidencie y la Vicepresidencia de Asuntos Académicos verifique que el proceso de evaluación para acreditación satisface los propósitos de este Reglamento. El decano de la facultad, colegio o escuela y el funcionario responsable del programa deberán mantener informado regularmente al decano de asuntos académicos de la unidad sobre el estado de la acreditación del programa y le remitirán la copia del informe más reciente que haya tramitado a la agencia acreditadora y la respuesta de ésta, con el fin de atender los trámites de este Reglamento que sean pertinentes a la evaluación de acreditación.

Artículo 7 — Áreas de evaluación

A. La evaluación de un programa académico vigente y la preparación del informe de evaluación del mismo se regirá por lo aquí dispuesto y por las guías para la evaluación de programas académicos de la Universidad de Puerto Rico y disposiciones sobre contenido y formato, que establecerá el Presidente de la Universidad de Puerto Rico o su representante autorizado. Las guías se publicarán y divulgarán ampliamente y estarán disponibles para todos los miembros de la comunidad académica, tanto en forma impresa como electrónica, no más tarde de noventa (90) días calendarios a partir de la fecha de aprobación de esta Certificación.

B. El informe de evaluación deberá incluir la información pertinente sobre el estado actual del programa, sus proyecciones y plan de desarrollo, la demanda por el mismo, los recursos tanto financieros como físicos y de aprendizaje, la facultad, la investigación y labor creativa, la acreditación y, particularmente, la evaluación estudiantil. La referidas guías dispondrán sobre la forma y contenido de los informes de evaluación, tomado en cuenta las necesidades de y las diferencias entre las evaluaciones internas y las de acreditación, con el fin de asegurarse de que contengan la información mínima necesaria en las áreas de evaluación incluidas sobre las siguientes categorías:

1. Título, grados que otorga, fechas de comienzo y duración del mismo, acreditaciones, autorizaciones y licencias, administración y toda otra información pertinente.
2. Misión, metas y objetivos.
3. Necesidad y justificación del programa.
4. Evidencia de la pertinencia del programa, incluyendo sus características únicas, existencia de otros programas similares, relación con otros programas, demanda y otras razones.
5. Currículo, perfil del egresado, secuencia curricular u otra información similar.
6. Avalúo de resultados.

7. Estudiantes, políticas y prácticas de reclutamiento y de admisión, matrícula y cupo, características académicas del estudiantado, tasas de aprobación de cursos, grados conferidos, tasas de retención y de graduación, empleo de los egresados y otra información similar.
8. Personal Docente, su perfil, reclutamiento, permanencia y ascenso, investigación y labor creativa.
9. Servicio y personal de apoyo administrativo y asesoría académica.
10. Recursos del aprendizaje, bibliográficos, informáticos y tecnológicos.
11. Divulgación y servicio.
12. Operación del programa y efectividad.
13. Aspectos fiscales, incluyendo ingresos, gastos, costos, presupuesto y necesidades.
14. Instalaciones, laboratorios y equipos auxiliares a la docencia.
15. Fortalezas y limitaciones.
16. Plan de desarrollo.
17. Otra información relevante al estado actual del programa y sus proyecciones.

C. En el caso de programas académicos que incluyan la utilización de medios educativos no convencionales, tales como centros de extensión, teleconferencia, a distancia y otras modalidades que surgirán en el futuro, las guías requerirán información adicional, conforme a los estándares que gobiernen las mejores prácticas relacionadas a dichos medios educativos.

D. El Presidente[1] o su representante autorizado, revisarán periódicamente las guías para la evaluación de programas académicos de la Universidad de Puerto Rico, para atender los elementos que puedan incidir en los procesos de evaluación. Toda revisión se publicará igual que se hizo con la versión original conforme a lo dispuesto en el inciso A. de este artículo.

Artículo 8 — Trámite de la Evaluación de Programas Académicos vigentes y consideración del informe correspondiente.

La evaluación interna de los programas académicos vigentes se tramitarán y los informes correspondientes se considerarán a través de las estructuras y funcionarios que se indican a continuación y dentro de la normativa y ámbito de autoridad de cada una. *Disponiéndose, sin embargo,* que las evaluaciones de acreditación seguirán los trámites aquí dispuestos en tanto y en cuanto sean compatibles con los procedimientos de acreditación establecidos por las agencias acreditadoras y promuevan obtener o mantener la acreditación.

[1] A lo largo del documento se utilizan los nombres de los funcionarios en género masculino como lenguaje inclusivo de todos los géneros.

A. *En la Unidad Institucional:*

1. Los decanos de asuntos académicos someterán al Senado Académico un calendario de evaluación de diez años sobre los departamentos y programas a los que les corresponde la evaluación quinquenal. Además informarán sobre los programas que serán objeto de evaluación de acreditación en dicho periodo.

2. El decano de facultad, colegio o escuela, o director de departamento, de así determinarlo el decano, designará un Comité de Evaluación interdisciplinario para cada programa sujeto a evaluación interna. El Comité deberá incluir al director del programa o su coordinador, a miembros de la facultad familiarizados e involucrados con el currículo, a estudiantes activos y egresados, así como a representantes de los diversos sectores de la comunidad universitaria incluyendo, entre otros, consejeros, bibliotecarios, técnicos de laboratorio, personal administrativo y coordinadores de avalúo del aprendizaje.

3. Los productos del proceso de evaluación, entiéndase, datos y evidencias, serán validados y recopilados por las oficinas de Planificación Académica o de Investigación Institucional y deberán someterse al decano de facultad o director del programa según aplique en cada unidad. El análisis de los mismos no se limita a lo estipulado por este Reglamento, sino que debe considerar elementos de efectividad institucional en armonía con la Política de la Universidad de Puerto Rico sobre la evaluación de la efectividad institucional, Certificación Núm. 136 (2003-2004), de la Junta de Síndicos, cualquier otra política o reglamentación que se desarrolle a esos fines y los requerimientos de licencia o acreditación aplicables al programa.

4. Fundamentado en el análisis de los hallazgos del proceso de evaluación, el Comité de Evaluación de cada programa preparará un informe escrito de conformidad con las disposiciones de este Reglamento y las guías antes mencionadas. El informe debe incluir los datos más relevantes relacionados a indicadores de su eficiencia y efectividad, así como las acciones de la unidad para atender aquellas áreas que requieren atención.

5. El Comité de Evaluación de cada programa entregará su informe escrito durante el mes de abril del año académico en que le corresponde su evaluación.

6. El decano de facultad, colegio o escuela y el director de departamento, así como la facultad del programa, endosarán el informe preparado por el Comité de Evaluación y lo someterán al decano de asuntos académicos de la unidad.

7. El decano de asuntos académicos analizará el informe sometido por los diferentes comités de evaluación e identificará las fortalezas y las limitaciones de cada programa, así como las acciones necesarias para asegurar la excelencia del ofrecimiento. Presentará su informe ante el rector.

8. El rector enviará al Senado Académico un informe ejecutivo sobre los programas que han completado su evaluación.

9. El Senado Académico considerará el informe ejecutivo y emitirá sus sugerencias y recomendaciones.

10. El Senado Académico enviará a la Junta Administrativa el informe ejecutivo con sus sugerencias y recomendaciones.

11. Si el informe identifica la necesidad de cambios sustanciales al programa, éstos se atenderán siguiendo las políticas y procedimientos institucionales establecidos, incluyendo los contenidos en las guías de evaluación de programas académicos.

12. El rector presentará a la Junta Universitaria un Informe que incluya las fortalezas y las limitaciones o debilidades de cada programa. Estas se identificarán conforme a las áreas contenidas en las guías para la evaluación de programas académicos de la Universidad de Puerto Rico.

13. El periodo a transcurrir desde que se somete el informe de evaluación al decano hasta el momento en que el rector presenta el informe a la Junta Universitaria se extenderá hasta marzo del siguiente año.

14. El rector informará a la Junta Universitaria lo siguiente por programa: Fortalezas, limitaciones o debilidades y un plan para enmendar las situaciones particulares identificadas que incluya: (a) acciones a tomar, (b) nombre y título de la persona responsable de cada acción, (c) recursos necesarios y cómo la unidad los proveerá, (d) fecha en que se espera la corrección de la limitación o debilidad y (d) acciones sobre el programa como resultado de la evaluación.

B. *En la Junta Universitaria:*

1. El Comité Permanente de Asuntos Académicos considerará el informe ejecutivo de cada unidad y presentará los informes y sus recomendaciones a la consideración del pleno de la Junta Universitaria.

   a. De ser necesario referir algún informe a los senados académicos, éstos tendrán hasta 60 días calendarios para reaccionar a cualquier informe del Comité de Asuntos Académicos de la Junta Universitaria.

2. La Junta Universitaria someterá sus recomendaciones a la Junta de Síndicos habiendo considerado las reacciones de cada senado académico, en caso de que los haya recibido.

C. *En la Junta de Síndicos:*

1. El Presidente de la Universidad presentará un Informe sobre las Evaluaciones Internas y de Acreditación de los Programas Académicos de cada unidad a la consideración de la Junta de Síndicos, con sus recomendaciones.

2. La Junta de Síndicos considerará las recomendaciones del Presidente y emitirá sus determinaciones, si alguna.

3. La Junta de Síndicos notificará sus decisiones al Presidente, al Rector, a la Junta Universitaria y al Senado Académico de la unidad correspondiente.

Artículo 9 — Informes sobre la Evaluación de Programas Académicos Vigentes

A. EL PRESIDENTE DE LA UNIVERSIDAD o su representante autorizado, rendirá cada año académico un informe a la Junta Universitaria y a la Junta de Síndicos sobre el estado de los programas evaluados de conformidad con este Reglamento.

B. GUÍAS: El Presidente de la Universidad o su representante autorizado, preparará las guías para la evaluación de programas académicos de la Universidad de Puerto Rico de forma consecuente con lo aquí dispuesto.

C. PUBLICACIÓN. El Presidente de la Universidad velará porque se publique periódicamente, inclusive en medios electrónicos accesibles para toda la comunidad, información sobre el estado de las evaluaciones y acreditaciones de los programas académicos de la Universidad de Puerto Rico.

Artículo 10 — Normas; Interpretación; Separabilidad

A. El Presidente de la Universidad de Puerto Rico, o su representante autorizado, podrá emitir las disposiciones normativas o los procedimientos necesarios o enmendar aquellos vigentes para implantar lo dispuesto en este Reglamento, facilitar el cumplimiento con sus disposiciones y asegurar la implantación y administración uniforme de las mismas.

B. Corresponderá al Presidente de la Universidad de Puerto Rico interpretar las disposiciones de este Reglamento y decidir cualquier controversia en relación con sus disposiciones o con situaciones no previstas en el mismo.

C. Las disposiciones de este Reglamento son separables entre sí, y la nulidad de uno o más artículos o secciones no afectará, a los otros que puedan ser aplicados independientemente de los declarados nulos.

Artículo 11 — Enmiendas, Derogación y Vigencia

A. Este Reglamento podrá ser enmendado únicamente por la Junta de Síndicos, *motu proprio* o a petición del Presidente de la Universidad de Puerto Rico.

B. Se deja sin efecto en la fecha de vigencia de este Reglamento el resto de las disposiciones de la Certificación Núm. 93-113, del antiguo Consejo de Educación Superior, que habían permanecido en vigor en virtud de la Certificación Núm. 80 (2005-2006); disponiéndose que quedan derogadas la referida Certificación Núm. 93-113, la Certificación Núm. 126 (1980-1981), así como cualquier otra certificación, norma, procedimiento, circular o disposición que esté en contravención con el presente Reglamento.

C. Este Reglamento entrará en vigor en la fecha en que el Presidente de la Universidad de Puerto Rico de aviso a la Junta de Síndicos de la publicación de las guías para la evaluación de programas académicos de la Universidad de Puerto Rico y, en ningún caso, más tarde de noventa (90) días calendarios después de su aprobación por la Junta de Síndicos.

Appendix B: Use of Result Report Follow-Up Template

Hoja de Seguimiento

Uso de los Resultados del Avalúo para Mejoramiento y Toma de Decisiones

Instrucciones: Favor de llenar y devolver esta hoja a la Oficina de Avalúo Institucional, localizada en el 3er piso del edificio administrativo o mediante correo electrónico a: cristina.martinezlebron@upr.edu. Los espacios provistos para escribir las respuestas se expanden automáticamente para acomodar el texto.

Título del informe: Enter text.	Curso en el que se realizó el avalúo: Enter text.
Cuatrimestre en que se realizó el avalúo : Enter text.	Persona que preparó el informe: Enter text.

1. ¿Se han utilizado los resultados del informe para la toma de decisiones?
   ☐ Sí (pase al ítem #6) ☐ No, explique _____ (pase al ítem #6)

2. Como parte de la decisión tomada…
   ☐ se proyecta realizar un cambio (pase al ítem # 3) ☐ se realizó un cambio (pase al ítem # 4)

3. Por favor, describa el cambio que se proyecta realizar. Especifique si requiere de algún recurso en particular para la implantación del cambio y cuál sería ese recurso (Ejemplo: recursos bibliográficos, coordinación de actividades, adiestramiento, etc.).
   _____ (pase al ítem # 5)

4. Por favor, describa el cambio realizado (Por favor especifique la fecha en la que se implantó el cambio usando el formato “mes/año”)
   _____

5. ¿Cuál es el resultado específico que espera obtener al introducir el cambio antes mencionado? (Ejemplo: aumentar la satisfacción o motivación del estudiante, mejorar el compromiso del estudiantado, etc.)
   _____

6. ¿Cómo se podría mejorar el informe, o qué información adicional necesitaría para que los resultados de este avalúo sean de utilidad para usted y/o para el departamento académico?
   _____

Información de Contacto

Nombre: _____ Fecha: _____

Puesto: _____ Email: _____

Departamento Académico: _____

Appendix C: General Assessment Plan for Academic and Administrative Units

I. Implementation of Part A of the UPRCA Assessment System: Development of Academic Departments Plans for Assessing Student Learning				
Process	**Timeframe**			
	2011-2013	**1st Quarter 2013-2014**	**2nd Quarter 2013-2014**	**3rd Quarter 2013-2014**
1. Activate/Establish Assessment Committees at departmental level. a. An appointment with Department's directors will be scheduled in order to get more information about the faculty and possible members of the Assessment Committee.	X			
2. Meet with all committees to identify their needs and address their concerns regarding the establishment or revision of their assessment plans.	X			
3. The Departmental Assessment Coordinators (supported by Department's Directors) will provide orientation to the faculty regarding the implementation or revision of assessment practices and will share the training calendar with them.	X			
4. Each assessment committee will meet to determine whether they need to review the departments' goals, the new student's profile, and/or the student learning outcomes (SLO)[1], align them with the most recent version of UPRCA's mission and vision[2], or update their assessment plan.	X			
a. Development or revision of the curricular map.	X			
b. Design or update departmental's assessment plans including student learning assessment at course and program level.	X			
5. Before the implementation of the assessment plan and the	X			

[1] Reviewed SLO should be submitted to Faculty and Department's Directors to discuss the proposed changes before submitting it to the Academic Dean

[2] The departments that need to conduct research in order to review the student's profile or department mission should meet with the Director of the Assessment Office and the Director of the OPEI in order to receive all the help needed to design the study.

I. Implementation of Part A of the UPRCA Assessment System: Development of Academic Departments Plans for Assessing Student Learning				
Process	**Timeframe**			
	2011-2013	**1st Quarter 2013-2014**	**2nd Quarter 2013-2014**	**3rd Quarter 2013-2014**
beginning of the assessment cycle (yearly), the Departmental Assessment Coordinators will meet with the faculty members to explain the assessment plan for that term and to motivate them to participate in the assessment process.				
6. Once the academic term has started, faculty members are responsible to assess the achievement of course objectives.		X	X	X
7. At the end of the academic term, Departmental Assessment Coordinators will be responsible to gather assessment data from assessed courses and develop a short report to be submitted to the department directors and institutional assessment coordinator.		X	X	X
8. Sharing information. a. Academic Department Directors discuss the report with the faculty in meetings that take place at least, twice a year. The purpose of these meeting is to discuss the findings of current assessment and provide recommendations and to discuss the results of newly implemented actions that resulted from previous assessment.	X	X	X	X
9. Academic department chairs submit a yearly report to the Dean of Academic Affairs and the Chancellor that will be used to inform decision making process particularly, budget allocation, program and/or institutional level improvement, and strategic planning.	X			X

II: Implementation the UPRCA Assessment System by Administrative Units				
Process	**Timeframe**			
	2011-2013	**1st Quarter 2013-2014**	**2nd Quarter 2013-2014**	**3rd Quarter 2013-2014**
1. Activate Assessment Coordinator in every administrative unit.	X			
2. Meet with all coordinators to identify their needs and address their concerns regarding the establishment or revision of their assessment plans.	X			
3. The Unit Assessment Coordinators (supported by Unit's Directors) will provide orientation to the staff regarding the implementation or revision of assessment practices and will share the training calendar with them.	X			
4. Each assessment coordinator will meet to determine whether they need to review the unit's goals, align them with the most recent version of UPRCA's mission and vision, or update their assessment plan.	X			
a. Design or update unit's assessment plans.	X			
5. Before the implementation of the assessment plan and the beginning of the assessment cycle (yearly), the Dean Administrative Affair will meet with the unit assessment coordinators to explain the assessment plan for that term and to motivate them to participate in the assessment process.	X			
6. Once the academic term has started, Directors Administrative Units are responsible to assess the achievement of unit objectives.		X	X	X

II: Implementation the UPRCA Assessment System by Administrative Units				
Process	**Timeframe**			
	2011-2013	**1st Quarter 2013-2014**	**2nd Quarter 2013-2014**	**3rd Quarter 2013-2014**
7. At the end of the academic term, Units Assessment Coordinators will be responsible to gather assessment data from assessed office and develop a short report to be submitted to the administrative office directors.		X	X	X
8. Sharing information. a. Administrative Unit Directors discuss the report with the staff in meetings that take place at least, twice a year. The purpose of these meeting is to discuss the findings of current assessment and provide recommendations and to discuss the results of newly implemented actions that resulted from previous assessment.		X	X	X
9. The administrative unit submit a yearly report to the Dean of Administrative Affairs and the Chancellor that will be used to inform decision making process particularly, budget allocation, program and/or institutional level improvement, and strategic planning.				X

Appendix D: Structure and Guiding Questions for the Development of Assessment Plans

Structure of an Assessment Plan

A. Intended Educational Outcomes

1. This plan aims to assess the outcomes of an administrative unit or student learning outcomes (i.e. institutional, program-level, course-level?
2. What student learning outcomes or unit's goals will be measured?
3. How that outcome impacts student development and/or the Institution?

B. Program's and/or Institutional Goal(s) to What the Outcome Relates

1. To what program or institutional goal(s) does that outcome relate?

C. Person Responsible for the Assessment

1. Who will carry-out the assessment?

D. Description of the Assessment

1. Name of the course(s) where the assessment will be conducted?
2. Through what processes or activities will the assessment take place?
3. Will the evidence be collected through a direct or indirect mean for assessment?
4. How will the data be collected? (Specify the strategies and instruments to be used)
5. How will the data be analyzed?.

E. Expected Results

1. What will the criteria for success be?

F. Timeframe

1. What will the assessment timeframe be?

G. Resources

1. What resources will you need to conduct this assessment?

H. Additional Comments

Appendix E: Structure and Guiding Questions for Assessment Reports

Structure of an Assessment Report

A. ***Intended Educational Outcomes***
   1. Is this a report from administrative units or is a report of student learning outcomes (i.e. institutional, program-level, course-level?
   2. What student learning outcomes or goals were measured?
   3. How that outcome impacts student development and/or the Institution?

B. ***Program's and/or Institutional Goal(s) to What it Relates***
   1. To what program or institutional goal(s) does that outcome relate?

C. ***Person responsible for the Assessment***
   1. Who carried out the assessment?

D. ***Description of the Assessment***
   1. Name of the course(s) in which the assessment was conducted?
   2. In what processes or activities did the assessment take place?
   3. Did the mean for assessment constitute a direct or an indirect method?
   4. How was the data collected?
   5. How was the data analyzed?

E. ***Results***
   1. What were the results of your assessment?
   2. Were the criteria of success achieved?
   3. What aspects or skills need more emphasis?

F. ***Recommendations***
   1. Based on the results, what processes can be improved in order to achieve the intended outcome?
   2. What changes are needed?
   3. Is more information needed in order to identify the changes to be implemented?

G. ***Notes on the Assessment Process***
   1. Were you able to gather the information needed?
   2. Was the assessment instrument adequate?
   3. Was the timing for assessment adequate?
   4. What challenges did you face?
   5. Are the results useful?
   6. How can this assessment be improved?

H. ***Additional Comments***

Appendix E: Preliminary Schedule of Assessment Workshops

Preliminary Schedule of Assessment Workshops From Spring 2011-2012 to Fall 2012-2013

Training	Estimated Date	Duration	Facilitator
An Introduction to Assessment	2011-2012	1 hour	Assessment Coordinator
"More than Words and Numbers: Making Assessment Data Useful"	Dec 2012	3 hours	To be determined
"Assessment as a Process + Rubrics as Tools = Improved Learning"	Mar 2013	2 hours	To be determined
"The Right Choice: Selecting the Appropriate Strategies to Get Most of Assessment within my Discipline"	Jun 2013	2 hours	Assessment Coordinator
"Demystifying the Writing of an Assessment Report: What to Include?"	Dic 2013	1 hour	Assessment Coordinator

Appendix F: Glossary of Terms

GLOSSARY

A

Alignment: How well two systems two systems converge for a common purpose; for example, how well the curriculum corresponds with program learning outcomes (Allen, 2006, p. 226).

Assessment: Process of gathering, organizing, summarizing and interpreting the information obtained from multiple sources with the main purpose of taking the necessary actions in the instructional process and improve instruction. (Medina & Verdejo,1999); The process for obtaining information that is used for making decisions about students, curricula and programs, and educational policy (Brookhart & Nitko, 2008, p. 301).

Assessment Plan: An explicit identification of who, what, when, where, and how often each outcome will be assessed (Allen, 2006, p. 226). Initial document describing the assessment strategy to be implemented by academic or administrative units or the Institution (Nichols & Nichols, 2005).

C

Curriculum Map: A matrix (table) that shows the relationship between courses in the curriculum and program learning outcomes (Allen, 2006, p.226).

D

Department: An academic and administrative division within a faculty (University of Puerto Rico, 2006).

Direct evidence of student learning: Tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned. Examples of direct measures may include: field experiences evaluation forms, research projects, pass ratse on certification exams, portfolios, test scores, think aloud, and observation of students behavior among others (Suskie, 2009, p. 20).

Discussion: A course or part of a course that uses a continuous interaction methodology between group members under the supervision of an instructor. This requires planning, articulation and evaluation of the activity from the course instructor (University of Puerto Rico, 2006).

E

Evaluation: A process of making decisions or judgments based on assessment information. Judgments may focus on determination of whether learning has occurred, and decisions may focus on how to support and improve learning (Driscoll & Wood, 2007); The systemic process of judging the quality or merit of something given certain information (qualitative or quantitative) gathered directly or indirectly and compared to previously established criteria. In the evaluation process, instructional quality is judged and decisions are made considering gathered and analyzed data through the assessment process (Medina & Verdejo, 1999).

F

Formative Assessment: Assessment designed to give feedback to improve what is being assessed, or assessment of student at an intermediate stage of learning (Allen, 2006, p. 230).

Formative Evaluation: The process of judging activity, strategy, procedure or product quality consisting of operational characteristics of a program, through the time period in which it is being implemented (University of Puerto Rico, 2006).

G

General Education: The common component in a Bachelor Degree for all programs that consists of a group of educational, research and curricular activities outside the specialization area in which learners participate. General education courses encourage the development of skills, competencies, attitudes and concepts that all alumni should possess for their full development and in order to perform in an effective and responsible way in a democratic society and in constantly changing processes (University of Puerto Rico, 2006).

Goals: Broad and long-term descriptions of learning expectations. (Driscoll & Wood, 2007); The end result expected from academic activities in general. They are used to describe ample learning concepts such as clear communication, problem solving or ethical conscience. Goals define the results that the institutional mission wishes to attain to satisfy the needs of the academic community. A goal is defined as the long term situation or condition towards which the institution intends to move in a given time period. Goals are logical extensions to the institutional mission. They are aligned towards explicit and concrete goals supported by objectives. It is recommended that educational institutions identify three categories:

- *Goals for Learner Development*: Results obtained from academic experience seeking to assist the intellectual, emotional, moral and physical development of students.
- *Goals for Social Development*: Results obtained from investigation and public service areas.
- *Goals for Institutional Development*: Results related to institutional resources, which facilitate the reaching of goals in the other two areas (social and learner development) (University of Puerto Rico, 2006).

I

Indirect Evidence of Student Learning: Measures that suggest that learning has occurred. Examples of indirect measures includes: grades, retention and graduation rates, admission rates into graduate programs, placement rates of graduates, satisfaction surveys, and student ratings of their own learning among others (Suskie, 2009).

Institutional Effectiveness: How well an institution promotes its mission (Allen, 2006, p. 231).
Institutional-Level Assessment: Assessment of the general education student learning outcomes at the institution-wide level (Allen, 2006).

L

Learning Outcome: A clear, consice statement that describe how styudents can demonstrate their mastery of a program goal (Allen, 2006, p. 231).

M

Major: Subgroup of courses, materials or educational offerings within a program, organized in such a way that it gives the learner that successfully completes them the right to receive an official academic recognition as a result of formal education at an undergraduate level (University of Puerto Rico, 2006).

Mission: The institutional mission defines the fundamental purpose and the principles that guide institutional behavior. The declaration of the mission is an inclusive exposition that describes the reason for being of the institution and its social compromise. In addition, the mission establishes jurisdiction and authority limits of the institution. It is understood that the mission is fixed unless it is changed or modified by an official action or law. The mission of each organizational component or unit should be framed in the institutional mission. It should describe the reason for being of each unit that forms part of the institution articulating the development in a systematic and coordinated manner (University of Puerto Rico, 2006).

N

Needs Assessment: Needs assessment is the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose (Stufflebeam, McCormick, Brinkerhoff, & Nelson, 1985, p. 16).

O

Objective: An alternative name for a learning goal or outcome (Allen, 2006, p.232). Usually relatively specific statements of student performance that should be demonstrated (McMillan, 2011, p. 29)

Outcome: A result.

Outcomes Assessment: The way through which an institution uses the data gathered through the assessment process to improve instructional and learning processes and the institution in general. Outcomes assessments should be consistent with planning processes and the distribution of resources. (MSCHE, 1996)

P

Pedagogy: Encompasses the broad range of teaching and learning activities that are directed to student learning in courses and programs. (Driscoll & Wood, 2007)

Portfolio: Compillation of student work. Students are often required to reflect on their achievement of learning outcomes and how the presented evidence supports their conclusions (Allen, 2006, p. 232).

Program-Level Assessment: Assessment conducted within an academic program to determine if program's learning outcomes has been achieved.

R

Rubrics: A coherent set of rules to evaluate the quality of a studen's performance (either trait-by-trait or as a whole), usually with descriptions of performance at each level (Brookhart & Nitko, 2008).

S

Strategic Planning: Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it. (Bryson, 1995, pp. 4-5)

Summative Evaluation: The process of judging the success degree obtained at a specific time (University of Puerto Rico, 2006).

Summative Assessment: Assessment designed to provide an evaluative summary, or assessment that occurs as students are about to complete the program being assessed (Allen, 2006, p. 234)

V

Vision Statement: A vision clarifies what the organization should look like and how it should behave as it fulfills its mission. (Bryson, 2004, p. 102)

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Appendix 40

INSTITUTIONAL ASSESSMENT SYSTEM IMPLEMENTATION RUBRIC

Assessment	Status			Date	Report Submitted	Next Assessment
Inputs						
Prospective Student Profile	☐ Completed	☐ In Progress	☒ Scheduled		☐ Yes ☐No	
Admission Office Assessment	☐ Completed	☐ In Progress	☐ Scheduled ☐ Pending		☒ Yes ☐No	2020-21
First Year Student Profile	☒ Completed	☐ In Progress	☒ Scheduled	2016-2020	☒ Yes ☐No	2021-22
Processes and Context						
Outstanding Academic Experience						
Ethical, Social, and personal development						
National Survey of Student Engagement	☒ Completed	☐ In Progress	☐ Scheduled	2016	☐ Yes ☒No	
Assessment of Student Learning						
General Education						
National Survey of Student Engagement	☒ Completed	☐ In Progress	☐ Scheduled	2016	☐ Yes ☒No	
General Education	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending		☒ Yes ☐No	Cuellar debe presentar informe anual resultados cursos
Majors: Bachelor's Degree						
• Business Administration, Finance	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Business Administration, Management	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24

Assessment	Status			Date	Report Submitted	Next Assessment
				Cert#12 2018-19 Junta Administrativa		
• Design, Commercial Advertising Technology	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Design, Graphic Arts	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Design, Interior Design	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Education	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Hotel & Restaurant Administration	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24

Assessment	Status			Date	Report Submitted	Next Assessment
				Cert#12 2018-19 Junta Administrativa		
• Hotel & Restaurant Administration, Touristic Culture	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Office Systems	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Social Sciences, Forensic Psychology	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Social Sciences, Law & Society	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
Majors: Associate's Degree						
• Engineering Technology, Automotive Technology	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24

Assessment	Status			Date	Report Submitted	Next Assessment
				December 2018-19 Cert#12 2018-19 Junta Administrativa		
• Engineering Technology, Instrumental Engineering	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
• Engineering Technology, Mechanical Engineering	☒ Plan Implemented	☐ In Design or Reviewing	☐ Pending	Five year Plan Approved December 2018-19 Cert#12 2018-19 Junta Administrativa	☒ Annual Report ☐ Biennial Report	Next Five Year Plan 2023-24
Number and percent of faculty members conducting a doctorate	95 (47%) Faculty members with a doctorate degree	☒ Accomplished ☐ Not Accomplished	☐ Submitted ☐ Pending		☐ Yes ☐No	
Number and percent of faculty serving as mentors to undergraduate students	Baseline 45 Students Current (BIO 3108; QUIM 4999 y FISI 4985)	☐ Accomplished ☐ Not Accomplished	☐ Submitted ☐ Pending	Natural Sciences Dept. 2017-18 2018-19	☐ Yes ☐No	
Assessment, Evaluation, and Planning & Administrative Functions and Facilities						
Unit Level						
Report previous year accomplishments	☒ Completed	☐ In Progress	☐ Scheduled	2019-20	☒ Yes ☐No	Yearly
Submission of new annual plan (Work plans and budget request)	☒ Completed	☐ In Progress	☐ Scheduled	2019-20	☒ Yes ☐No	Yearly

Assessment	Status			Date	Report Submitted	Next Assessment
Recommendations to improve strategies used to reach expected levels of achievement	☒ Completed	☐ In Progress	☐ Scheduled	2019-20	☒ Yes ☐No	Yearly
Needs and Challenges Assessment[1]	☒ Completed	☐ In Progress	☐ Scheduled	2019-20	☒ Yes ☐No	Yearly
Institutional Level						
Formative Evaluations of Institutional Strategic Plan	☐ Completed	☒ In Progress	☐ Scheduled		☐ Yes ☒No 2013-2015	2016
Summative Evaluation of Institutional Strategic Plan	☐ Completed	☒ In Progress	☐ Scheduled	2017	☐ Yes ☒No	
Noel Levitz Student Satisfaction Inventory	☒ Completed	☐ In Progress	☐ Scheduled	2013	☐ Yes ☒No	2018
Follow up Student Satisfaction Assessment	☒ Completed	☐ In Progress	☐ Scheduled	March-May 2019-20	☒ Yes ☐No	Yearly
Outcomes						
Research, Creative Work, and Faculty Development	Indicator Level	Objective Achievement	Action Plan			
Number of publications (professional journals, books, etc.)	Baseline Current	☐ Accomplished ☐ Not Accomplished	☐ Submitted ☒ Pending	September 2016	☐ Yes ☐No	
Number of research collaboration project	Baseline Current	☐ Accomplished ☐ Not Accomplished	☐ Submitted ☒ Pending	September 2016	☐ Yes ☐No	
Leadership in Community & Global Settings						
Participation of students in community service	26 Baseline 26 Current	☒ Accomplished ☐ Not Accomplished	☐ Submitted ☐ Pending		☐ Yes ☐No	
Participation of students in exchange programs	Baseline Current	☐ Accomplished ☐ Not Accomplished	☐ Submitted ☒ Pending	June 2016	☐ Yes ☐No	
Participation of university personnel in community service	Baseline Current	☐ Accomplished ☐ Not Accomplished	☐ Submitted ☒ Pending	September 2016	☐ Yes ☐No	
Faculty participation in collaborative agreement	Baseline Current	☐ Accomplished ☐ Not Accomplished	☐ Submitted ☒ Pending	September 2016	☐ Yes ☐No	
Student's Related Outcomes						
Exit Survey (every four years)	☐ Completed	☒ In Progress	☐ Scheduled	2014-2015	☐ Yes ☐No	2019-20

[1] A brainstorming instrument based on a simpler version of the SWOT analysis completed by each unit.

Assessment	Status			Date	Report Submitted	Next Assessment
			☐ Pending			
Alumni Survey (every three years)	☒ Completed	☐ In Progress	☐ Scheduled ☐ Pending	May 2019 (All community) August, September, November 2018 (Dept. Office System)	☒ Yes ☐No	
Placement in Graduate Schools	☐ Completed	☐ In Progress	☐ Scheduled ☒ Pending		☐ Yes ☐No	
Employer's Survey	☐ Completed	☐ In Progress	☐ Scheduled ☒ Pending		☐ Yes ☐No	
Student collaboration in research and/or publications	☐ Completed	☐ In Progress	☐ Scheduled ☒ Pending		☐ Yes ☐No	

**Recommendations:

1. Change the exit survey administration from every 4 years to biennially.
2. Include the *Student collaboration in research and/or publication* in the exit survey

Appendix 41

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
DECANATO DE ASUNTOS ACADÉMICOS
OFICINA DE AVALÚO DEL APRENDIZAJE

PLAN DE CINCO AÑOS PARA EL AVALÚO DEL APRENDIZAJE ESTUDIANTIL

AÑOS ACADÉMICOS 2015-16, 2016-17, 2017-18, 2018-19 y 2019-20

Departamento: _____

Programa: _____

Sometido por:

Director(a): _____

Coordinador(a) de Avalúo: _____

Fecha:

_____

Mission

The University of Puerto Rico at Carolina is part of the public higher education system and its services are available to all sectors in our society. It offers a unique quarter-term calendar program of studies focused on the arts, the sciences, hospitality, and technology that allows students to complete an academic degree in less time within the UPR System. The Institution is committed to provide students with a holistic education that enables them to enter the labor market or pursue advanced studies to strengthen their professional development and contribution to their homeland.

Misión del Departamento o Programa

Metas del Departamento o Programa	
#	**Meta**
1	
2	
3	
4	
5	
6	
7	
8	
9	

“Learning Outcomes” (LO) del Departamento o Programa		
#	**“Learning Outcome” (LO)**	**Meta a la que está alineado**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Año Académico	Cuatrimestre			# LO del Dept. o Programa	Curso	Nivel		
	1	2	3			Inicio I	Refuerzo R	Énfasis M
2015-16								

Año Académico	Cuatrimestre			# LO del Dept. o Programa	Curso	Nivel		
	1	2	3			Inicio I	Refuerzo R	Énfasis M
2016-17								

Año Académico	Cuatrimestre			# LO del Dept. o Programa	Curso	Nivel		
	1	2	3			Inicio I	Refuerzo R	Énfasis M
2017-18								

Año Académico	Cuatrimestre			# LO del Dept. o Programa	Curso	Nivel		
	1	2	3			Inicio I	Refuerzo R	Énfasis M
2018-19								

Año Académico	Cuatrimestre			# LO del Dept. o Programa	Curso	Nivel		
	1	2	3			Inicio I	Refuerzo R	Énfasis M
2019-20								

Appendix 42

Alineación entre los componentes de la misión institucional, las metas del programa, los resultados esperados del aprendizaje y los componentes curriculares del programa

Componentes de la Misión Institucional	Meta del programa de Educación General	Resultado Esperado del Aprendizaje	Metas Asociadas	Componente Curricular	Curso de Educación General
Destrezas de pensamiento analítico, crítico e investigativo	Alfabetización tecnológica y manejo de la información	1. Identifica y evalúa el nivel de adecuación de las fuentes de información utilizadas en proyectos académicos.	Pensamiento crítico	Talleres sin crédito ofrecidos a través del Programa de Destrezas de Información y Tecnología e integrado a lo largo del currículo	
Comunicación efectiva, destrezas de pensamiento analítico, crítico e investigativo	Alfabetización tecnológica y manejo de la información	2. Utiliza y cita adecuadamente recursos de información provenientes de fuentes primarias y secundarias, tanto en inglés como en español, para el desarrollo de proyectos e informes.	Comunicación		
Capacidad para formular soluciones ante los problemas que enfrenta el país y el mundo	Disciplinas fundamentales y estética	3. Utiliza conocimientos o perspectivas de dos o más disciplinas para describir problemáticas contemporáneas y explicar su impacto social.	Pensamiento crítico		CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 CIBI 3001-3002 CIFI 3001-3002 HIST 3245/3241 HIST 3505/3115
Aprecio por la herencia cultural Destrezas de pensamiento analítico, crítico e investigativo Apreciación de la estética	Disciplinas fundamentales y estética	4. Discute las diferentes manifestaciones del arte y la literatura como expresiones de los valores del ser humano, dentro del contexto histórico, social y político.		9 créditos de Humanidades e Historia	HUMA 3101-3102 HUMA 3111-3112 HIST 3245/3241 HIST 3505/3115

[4]Atendido a través de las humanidades la cual forma parte de las disciplinas fundamentales

Componentes de la Misión Institucional	Meta del programa de Educación General	Resultado Esperado del Aprendizaje	Metas Asociadas	Componente Curricular	Curso de Educación General
Capacidad para formular soluciones ante los problemas que enfrenta el país y el mundo Destrezas de pensamiento analítico, crítico e investigativo	Pensamiento investigativo	5. Provee soluciones a problemas provenientes de distintas aéreas del conocimiento disciplinas, mediante la recopilación y análisis de evidencia relevante.	Alfabetización tecnológica y manejo de la información. Disciplinas fundamentales. Pensamiento crítico	Integrado en cursos de especialidad y las disciplinas fundamentales.	CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 CIBI 3001-3002 CIFI 3001-3002 HIST 3245/3241 HIST 3505/3115
Destrezas de pensamiento analítico, crítico e investigativo Comunicación efectiva Creatividad	Pensamiento investigativo	6. Produce un trabajo investigativo, creativo o practico utilizando los conocimientos teóricos, herramientas, y métodos de por lo menos dos de las disciplinas fundamentales	Comunicación Disciplinas fundamentales Pensamiento crítico	6 Créditos de Ciencias Sociales 6 Créditos de ciencias Naturales 9 Créditos de Humanidades e Historia	CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 CIBI 3001-3002 CIFI 3001-3002 HIST 3245/3241 HIST 3505/3115
Destrezas de pensamiento analítico, crítico e investigativo	Análisis cuantitativo, cualitativo y estadístico	7. Realiza operaciones matemáticas precisas y justifica su uso en el análisis de problemáticas asociadas a las ciencias naturales o sociales, incluyendo la discusión de tendencias económicas.	Pensamiento crítico	3 Créditos en Matemáticas	MATE 3001/3011/3041
Destrezas de pensamiento analítico, crítico e investigativo	Análisis cuantitativo, cualitativo y estadístico	8. interpreta matemáticamente problemas verbales y utiliza representaciones graficas para la solución de problemas cuantitativos, incluyendo la construcción de estimados y el análisis de información.	Pensamiento investigativo		MATE 3001/3011/3041

Componentes de la Misión Institucional	Meta del programa de Educación General	Resultado Esperado del Aprendizaje	Metas Asociadas	Componente Curricular	Curso de Educación General
Destrezas de pensamiento analítico, crítico e investigativo	Pensamiento crítico	9. Analiza problemáticas científicas, sociales, tecnológicas, económicas o estéticas mediante la integración de perspectivas y literatura de por lo menos dos áreas académicas.	Disciplinas fundamentales Estética	6 Créditos de Ciencias Sociales 6 Créditos de ciencias Naturales 9 Créditos de Humanidades e Historia	CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 CIBI 3001-3002 CIFI 3001-3002 HIST 3245/3241 HIST 3505/3115
Comunicación efectiva Destreza de pensamiento analítico, crítico e investigativo Capacidad reflexiva Capacidad para formular soluciones ante los problemas que enfrenta el país y el mundo.	Pensamiento crítico	10. Articula una visión alternativa para uno o más componentes del contexto social o natural a través de proyectos o ensayos , justificando los patrones distintivos de la misma y explicando cómo estos difieren de la realidad actual.	Comunicación	Integrado en cursos de especialidad y las disciplinas fundamentales	CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 CIBI 3001-3002 CIFI 3001-3002 HIST 3245/3241 HIST 3505/3115
Capacidad reflexiva Aprecio por la herencia cultural Alto sentido de responsabilidad y compromiso social Destreza de pensamiento analítico, crítico e investigativo	Pensamiento crítico	11. Explica su trasfondo cívico y cultural, tomando en consideración su origen y elementos que han impactado su desarrollo; discute los supuestos, predisposiciones y otros elementos sociales que podrían intervenir en su desarrollo como individuo y elemento social.	Colaboración y participación responsable Disciplinas fundamentales Interdependencia social y diversidad	3 Créditos en Historia 6 Créditos en Ciencias Sociales	CISO 3121-3122 HIST 3245/3241 HIST 3505/3115
Comunicación efectiva Destreza de pensamiento analítico, crítico e investigativo	Comunicación	12. Desarrolla documentos argumentativos o narrativos libre de errores dirigidos a audiencias generales y especializadas.	Pensamiento crítico	6 Créditos en Español 6 Créditos en Inglés Integrado en cursos de especialidad y las disciplinas fundamentales	ESPA 3101-3102 INGL 3101-3102 INGL 3103-3104 INGL 3011-3012

Componentes de la Misión Institucional	Meta del programa de Educación General	Resultado Esperado del Aprendizaje	Metas Asociadas	Componente Curricular	Curso de Educación General
Capacidad reflexiva Alto sentido de responsabilidad y compromiso social Destrezas de pensamiento analítico, crítico e investigativo Altos valores de integridad y ética	Ética	13. Desarrolla y justifica su posición sobre una situación pública tomando en consideración prospectivas históricas y contemporáneas, y los valores y practicas democráticas relacionados a la problemática; justifica su posición en problemas que involucran tales prácticas o valores.	Colaboración y participación responsable Disciplinas fundamentales Pensamiento crítico	6 Créditos de Ciencias Sociales 9 Créditos de Humanidades e Historia	CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 HIST 3245/3241 HIST 3505/3115
Aprecio por la herencia cultural Capacidad para formular soluciones ante los problemas que enfrenta el país y el mundo	Interdependencia social y diversidad	14. Discute el impacto de las perspectivas culturales en la interpretación de prácticas sociales tales como las artes, la política y las relaciones globales.	Pensamiento crítico	6 Créditos de Ciencias Sociales 9 Créditos de Humanidades e Historia	CISO 3121-3122 HUMA 3101-3102 HUMA 3111-3112 HIST 3245/3241 HIST 3505/3115

Appendix 43

Universidad de Puerto Rico en Carolina
Planificación y Presupuestación 2019-2020

Decanato _____

Departamento/Oficina _____

PLAN DE ACCIÓN 2019-2020

C1	*C2*	*C3*	*C4*	*C5*	*C6*	*C7*	*C8*	*C9*	*C10*	*C11*	*C12*
Proyecto a Realizar	Descripción del Proyecto	Fecha Completar Proyecto	Persona/Grupo Responsable	Estado	Prioridad	Recursos Adicionales	Presupuesto Solicitado	Estado de Presupuesto Requerido	Indique la Relación con el Plan Estratégico 2013-2017 (Vigente hasta la nueva revisión)		
									Objetivos	Estrategias	Métricas

En caso de que tenga que añadir líneas favor hacerlo desde la penúltima línea

Universidad de Puerto Rico en Carolina
Planificación y Presupuestación 2019-2020

Decanato _____

Departamento/Oficina _____

INFORME DE LOGRO 2018-2019

C1	*C2*	*C3*	*C4*	*C5*	*C6*	*C7*	*C8*	*C9*	*C10*	*C11*	*C12*
Proyecto a Realizado	Descripción de Proyecto	Fecha Proyecto	Persona/Grupo Responsable	Estado	Recursos Adicionales	Presupuesto Invertido	Estado de Presupuesto Requerido	Indique la Relación con el Plan Estratégico 2013-2017 (vigente hasta la nueva revisión)			% de Logro
								Objetivos	Estrategias	Métricas	

-

En caso de que tenga que añadir líneas favor hacerlo desde la penúltima línea

** Plan Estratégico 2013-17 estará vigente hasta la nueva revisión.

Universidad de Puerto Rico en Carolina

Planificación y Presupuestación 2019-2020

Decanato _____

Departamento/Oficina_____

Resumen de Actividades que se programaran durante el transcurso del Tercer Cuatrimestre 2018-2019

Fecha	Nombre Actividad	Impacto Económico

Objetivos	Estrategias	Métricas
#1 Aumentar y diversificar las fuentes de ingreso de la Institución	Institución mediante un Programa de Control Interno abarcador.	1. Nivel de implementación del Plan de Control Interno
#2 Aumentar la demanda por los programas de la Institución	presupuesto mediante un plan de acción con estrategias realizables y de bajo impacto en las operaciones de la Institucion.	2. Total de fondos provenientes de propuestas
#3 Institucionalizar una cultura de planificación estratégica y avalúo	3. Aumentar las donaciones del público general mediante actividades de recaudación de fondos.	no tradicionales del Programa de Educación a Distancia
#4 Consolidar la excelencia de nuestros egresados con una educación de calidad.	4. Aumentar el ingreso mediante el desarrollo de actividades que exploten la rentabilidad de las facilidades de la institucion.	4. Porcentaje de reducción de energía
#5: Fortalecer el sentido de pertenencia	certificaciones y programas de bachillerato para estudiantes tradicionales y no tradicionales mediante educación a distancia en la División de Educación Continua (DECEP-UNEX).	5. Tasa total de fondos externos
	6. Aumentar el ingreso de los departamentos al apoyar proyectos que generen ganancia que surjan de la pericia particular de éstos.	6. Total de fondos provenientes de egresados
	7. Aumentar el ingreso mediante propuestas a entidades federales, estatales y privadas que al presente no han otorgado fondos a la UPRCA.	7. Total de ingresos misceláneos
	8. Fortalecer la estabilidad fiscal estableciendo iniciativas de investigación de la facultad y los estudiantes apoyadas en fondos externos.	8. Porciento de aumento en la cantidad total de solicitudes a la UPRCA
	9. Aumentar donaciones directas de exalumnos.	9. Cantidad de solicitantes con un IGS alto de escuela superior
	10. Disminuir el costo de la energía mediante el uso de energias alternativas.	10. Numero de propuestas aprobadas
	11. Promover los cursos únicos, tradicionales, no tradicionales, híbridos y en línea como alternativas viables mediante el desarrollo y la implantacion de un plan de mercadeo.	11. Cantidad de estudiantes matriculados en cursos no tradicionales o programas de certificación profesional a distancia

mediante las mejores estrategias de mercadeo y reclutamiento (casa abierta, días de visita al campus para estudiantes de escuela superior, página Web de admisiones, y otras esttrategias de reclutamiento segun surjan de estudios llevados a cabo con este proposito).	12. Encuesta NSSE 2015
academicamente talentosos que seleccionan la UPRCA como su primera y segunda alternativa en el sistema de la UPR mediante la campaña de mercadeo y otras estrategias promocionales.	13. Porcentaje de programas academicos revisados
tradicionales a programas de bachillerato y certificaciones ofrecidos a traves de la DECEP_UNEX mediante la implementación de un plan de acción de educación a distancia especialment dirigido a estos estudiantees.	14. Nivel de cumplimiento con objetivos del Plan Estratégico
nuestros estudiantes mediante el desarrollo de una nueva oferta académica en áreas emergentes de empleo.	15 Nivel de cumplimiento con el Plan de Avalúo Institucional
puedan alcanzar sus metas profesionales con programas que mantengan su relevancia mediante procesos de revisión rigurosos.	16. Total de decisiones tomadas basadas en el avalúo
17. Desarrollar e instrumentar un sistema continuo para mejorar el plan estratégico basado en los resultados del avalúo institucional.	17. Proporción de la métrica institucional
18. Adelantar la planificación institucional con planes operacionales en todos los niveles (decanatos, departamentos académicos, de servicio y oficinas administrativas).	18. Porciento de unidades academicas y de servicio con planes operacionales
asignación de recursos basado en las prioridades del plan estratégico.	19. Nivel de cumplimiento con el Plan de Garantía y Mejoramiento de la Calidad
20. Alcanzarr un alto nivel de cumplimiento con el plan de avalúo institucional por medio de estrategias específicas para su implementación.	20. Total de programas acreditados

21. Promover un avalúo continuo que examine el nivel de desempeño en los procedimientos internos tanto como la efectividad del proceso de ensenanza-aprendizaje y de servicio mediante la implantacion del Sistema de Avaluo Institucional.	21. Resultados de logros de estudiantes en las post pruebas.
22. Incrementar el uso de los resultados del avalúo en el proceso de toma de decisiones mediante su publicación en el programado Weaveonline.	22. Encuesta de satisfacción de facultad y estudiantes (2015: NSSE FSSE; 2016: SSI)
una cultura de calidad en la institución mediante la implementación de un Plan de Garantía y Mejoramiento de la Calidad.	23. Evaluación de facultad por estudiantes
24. Fortalecer la calidad académica interna y externa de la institución aumentando el numero de programas con acreditación profesional.	24. Numero total de fcultad con propuestas aprobadas
mediante el desarrollo e implementación de procesos de avalúo en los departamentos no acreditados.	25. Evaluacion de facultad por pares y estudiantes
atributos academicos y actitudes personales conforme a las metas del Programa de Educacion General y loa valores establecidos en la mision institucional.	26. Encuestas de satisfacción de estudiantes y facultad (2015: NSSE FSSE; 2016: SSI)
programas académicos mediante la institucionalización de los cursos de cierre universitario (capstone) y pruebas de entrada y	27. Resultados de satisfacción y empleo de egresados según la encuesta Noel- Levitz
aplicando una herramienta de avalúo del aprendizaje estudiantil que genere insumo al estudiante y al instructor.	28. Participación total de estudiantes en iniciativas de gran impacto.
proveedora de información a centro de aprendizaje colaborativo	29. Tasas de retencion y graduacion
mediante la evaluación de decanos, de directores académicos y de servicio basada en el logro de los objetivos del plan institucional en sus respectivas unidades.	30. Nivel de satisfacción del estudiantado con los servicios de apoyo, administrativos y los procedimientos normativos

mediante un proceso de reclutamiento que establezca como criterio basico el reclutar entre candidatos que ostenten grados terminales en sus respectivas disciplinas y posean experiencia en areas de investigacion.	31. Nivel de satisfacción con las instalaciones del campus
apoyando la investigación institucional proveyendo capital inicial,descarga academica y promoviendo alianzas con las facultades de los recintos de investigación.	32. Nivel de satisfacción con la Oficina de Exalumnos y Colocación de Empleo
al incrementar la cantidad de cursos impartidos por facultad a tiempo completo permanente o en probatoria.	33. Satisfacción de egresados según las encuestas Noel y Loyalty
34. Aumentar la satisfacción del estudiantado con el desempeño del profesorado ofreciendo oportunidades de desarrollo profesional por medio de la Oficina de Desarrollo de Facultad.	34. Satisfacción de estudiantes con los servicios (escala de 7) en escuesta de segundo y tercer año.
35. Reconocer la calidad del proceso de enseñanza-aprendizaje en el salón de clases honrando la excelencia en la facultad.	35. Satisfacción de egresados (escala de 5) (cada 3 años)
36. Determinar las razones que llevan a algunos estudiantes a abandonar la universidad mediante estudios de retención apropiados.	36. Valor de Condiciones Existentes (porcentaje de mantenimiento restante en función del valor asignado al edificio)
mejores estrategias reconocidas para aumentar las tasas de retención y de graduación (realzando el programa de honor, mejorando la experiencia del primer año, avaluando el desempeño estudiantil en cada programa en el momento de admisión y en el momento de salida, fortaleciendo programas de estudiantes en riesgo académico y otras medidas que surjan de estudios llevados a cabo con este	

38. Fortalecer los programas y servicios académicos identificando las necesidades de los graduandos y su satisfaccion con los programas y servicios ofrecidos por la Institucion.
oportunidades de participación en iniciativas de alto impacto; como ser por ejemplo en el Centro de Investigación Multidisciplinario y oel programa de estudio en el extranjero.
con la UPRCA mediante el desarrollo y la puesta en práctica de un Plan de Actividades para Estudiantes que les conceda participación en la gobernanza, en organizaciones estudiantiles y en proyectos de desarrollo comunitario.
41. Desarrollar vinculos solidos con los egresados proporcionando oportunidades para desarrollar las relaciones sociales e interpersonales que los conecten a la Institucion y a otros egresados.
mediante procesos la utilizacion de mejores prácticas en el area de servicio que optimice las destrezas del personal y su uso de tecnología de avanzada. .
aprendizaje mediante procesos de renovación de edificaciones en deterioro (véase el Plan de Instalaciones).
44. Propiciar un ambiente seguro para el aprendizaje mediante vigilancia efectiva y un proceso de concienciación del estudiantado sobre las estadísticas de incidencia criminal en el campus.

Appendix 44

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACIÓN CENTRAL OFICINA
CENTRAL DE PRESUPUESTO
RESUMEN DE PROYECCIONES POR CONCEPTO DE GASTOS

PROYECCIÓN TRIMESTRAL: 31 DE DICIEMBRE DE 2019

1 DE JULIO DE 2019 AL 30 DE JUNIO DE 2020
FONDO GENERAL

UNIDAD: CAROLINA				DATOS GENERADOS SISTEMA FINANCIERO - SIA				ANÁLISIS DE PROYECCIÓN DE GASTOS				PLANIFICACIÓN PRESUPUESTARIA			RESULTADO
				1	2	3	4	5	6	7	8	9	10	11	12
LÍNEA NÚM.	RENGLONES PRESUPUESTARIOS DE GASTOS			PRESUPUESTO ORIGINAL 1/JUL/19	PRESUPUESTO ENMENDADO 31/DIC/19	GASTADO Y OBLIGADO al 31/DIC/19	BALANCE DISPONIBLE 31 /DIC/19 (Col. 2 - Col. 3)	PROYECCIÓN GASTOS 01/OCT/19 al 30/JUN/20	BALANCE PROYECTADO 30/JUN/20 (Col. 4 - Col. 5)	GASTO PROYECCIÓN ANUAL AÑO FISCAL 2019-2020 (Col. 3+Col. 5)	%	AJUSTE POR ECONOMÍAS INTERNAS[1] (NIVEL UNIDAD) Nota: Registrar con signo negativo (-) en el código de gastos de donde los fondos vayan a ser transferidos.	AJUSTE CONTRA FONDOS EXTERNOS (NIVEL UNIDAD)[2] DECEP,UNEX, UNA,PPI, Ctas. Rotatorias y Otros	TRANSFERENCIAS DE FONDOS PREVIAMENTE AUTORIZADAS (ADM. CENTRAL)	BALANCE PROYECTADO AJUSTADO 30/JUN/19 (Col. 6 + Cols. 9,10 y 11) (Balance Positivo = Sobrante, Balance Negativo =Insuficiencia)
1	**Servicios Personales (2+6+11)**			$ 15,245,635	$ 15,245,635	$ 7,666,145	$ 7,579,490	$ 7,581,764	$ (2,274)	$ 15,247,909	64%	$ 2,274	$ -	$ -	$ (0.02)
2			**Nómina de Sueldo Personal Regular (3+4+5)**	12,323,109	12,323,109	7,013,442	5,309,667	7,104,601	(1,794,934)	14,118,043	59%	1,794,934	-	-	(0)
3	C		Sueldo Personal Docente Regular (5021)	6,793,823	6,793,823	4,453,857	2,339,966	4,541,761	(2,201,795)	8,995,618	38%	2,201,795			(0)
4	P-5060		Bonificaciones Personal Docente	366,133	366,133	-	366,133		366,133	-	0%	(366,133)			0
5	C		Sueldo Personal Regular No Docente (5101)	5,163,153	5,163,153	2,559,584	2,603,569	2,562,840	40,728	5,122,425	22%	(40,728)			0
6			**Nómina- Otros Pagos (7+8+9+10)**	886,036	886,036	628,996	257,040	460,870	(203,830)	1,089,866	5%	203,830	-	-	(0)
7	P-5040		Compensaciones Personal Docente	559,236	562,596	188,570	374,026	374,026	(0)	562,596	2%				(0)
8	P-5130		Compensaciones Personal No Docente	111,800	108,440	78,808	29,632	29,632	-	108,440	0%				0
9	C		Bonificaciones Personal No Docente (5151-5156, 5159)	20,000	20,000	28,256	(8,256)	21,744	(30,000)	50,000	0%	30,000			0
10	P-5160		Otros Pagos Personal Docente y Personal No Docente	195,000	195,000	333,363	(138,363)	35,467	(173,830)	368,830	2%	173,830			0
11			**Sueldo Personal Irregular (12+13+14+15)**	2,036,490	2,036,490	23,708	2,012,782	16,292	1,996,490	40,000	0%	(1,996,490)	-	-	0
12	P-5180		Jornales Personal Irregular	-	-	-	-		-	-	0%				0
13	P-5190		Jornales Estudiantes	40,000	40,000	23,708	16,292	16,292	-	40,000	0%				0
14	C		Personal Irregular Personal Docente (5022-5035) - Tarea Parcial, Temporeros, Contratos, Prof. Visitantes, Proy. Especiales	1,996,490	1,996,490	-	1,996,490		1,996,490	-	0%	(1,996,490)			0
15	C		Personal Irregular Personal No Docente (5102-5109) - Tarea Parcial, Temporeros, Contratos, Proy. Especiales	-	-	-	-		-	-	0%				0
16	**Aportaciones Patronales (17+18+19+20+21)**			4,761,290	4,761,290	2,524,300	2,236,990	2,513,442	(276,452)	5,037,742	21%	-	-	276,452	0
17	C		Seguro Social y Medicare (5221-5222)	1,160,403	1,160,403	580,044	580,359	580,359	0	1,160,403	5%				0
18	C		Aportación Patronal Sistema de Retiro (5241, 5243, 5246, 5261, 5262)	1,934,773	1,934,773	973,004	961,769	961,769	0	1,934,773	8%				0
19	C		Aportación Fondo del Seguro del Estado y Desempleo (5244, 5245)	235,114	235,114	117,525	117,589	117,588	0	235,114	1%				0
20	P-5374 P-5375		Plan Médico y Farmacia	1,431,000	1,431,000	853,726	577,274	853,726	(276,452)	1,707,452	7%			276,452	(0)
21	C		Otras Aportaciones Patronales (5223-5239, 5241, 5242)	-	-	-	-		-	-	0%				0
22	**Ayudas Económicas** (P-5300)			-	-	-	-		-	-	0%				0
23	**Otros Beneficios** (P-5340)			10,916	10,916	-	10,916	10,916	-	10,916	0%				0
24	**Beneficios a Pensionados** (P-5350)			417,231	417,231	-	417,231	417,231	-	417,231	2%				0
25	**Total Proyección - Nómina (1+16+22+23+24)**			$ 20,435,072	$ 20,435,072	$ 10,190,445	$ 10,244,627	$ 10,523,353	$ (278,726)	$ 20,713,798	$ 1	2,274	$ -	$ 276,452	0

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACIÓN CENTRAL OFICINA
CENTRAL DE PRESUPUESTO
RESUMEN DE PROYECCIONES POR CONCEPTO DE GASTOS

PROYECCIÓN TRIMESTRAL: 31 DE DICIEMBRE DE 2019

1 DE JULIO DE 2019 AL 30 DE JUNIO DE 2020
FONDO GENERAL

UNIDAD: CAROLINA				DATOS GENERADOS SISTEMA FINANCIERO - SIA				ANÁLISIS DE PROYECCIÓN DE GASTOS				PLANIFICACIÓN PRESUPUESTARIA			RESULTADO
				1	2	3	4	5	6	7	8	9	10	11	12
LÍNEA NÚM.	RENGLONES PRESUPUESTARIOS DE GASTOS			PRESUPUESTO ORIGINAL 1/JUL/19	PRESUPUESTO ENMENDADO 31/DIC/19	GASTADO Y OBLIGADO al 31/DIC/19	BALANCE DISPONIBLE 31 /DIC/19 (Col. 2 - Col. 3)	PROYECCIÓN GASTOS 01/OCT/19 al 30/JUN/20	BALANCE PROYECTADO 30/JUN/20 (Col. 4 - Col. 5)	GASTO PROYECCIÓN ANUAL AÑO FISCAL 2019-2020 (Col. 3+Col. 5)	%	AJUSTE POR ECONOMÍAS INTERNAS[1] (NIVEL UNIDAD) Nota: Registrar con signo negativo (-) en el código de gastos de donde los fondos vayan a ser transferidos.	AJUSTE CONTRA FONDOS EXTERNOS (NIVEL UNIDAD)[2] DECEP,UNEX, UNA,PPI, Ctas. Rotatorias y Otros	TRANSFERENCIAS DE FONDOS PREVIAMENTE AUTORIZADAS (ADM. CENTRAL)	BALANCE PROYECTADO AJUSTADO 30/JUN/19 (Col. 6 + Cols. 9,10 y 11) (Balance Positivo = Sobrante, Balance Negativo =Insuficiencia)
26															
27	**Servicios, Materiales y Otros Gastos Operacionales (28+29+30+31+32+33+34+35)**			$ 398,700	$ 655,664	$ 411,992	$ 243,672	$ 170,923	$ 72,749	$ 582,915	2%	$ (119,173)	$ 46,424	$ -	(0)
28	P-6020		Materiales	187,400	248,342	133,171	115,171	15,382	99,789	148,553	1%	(99,789)			0
29	P-6080		Piezas y Accesorios para Reparación de Equipos	12,000	2,213	2,075	138	4,637	(4,499)	6,712	0%		4,499		0
30	P-6100		Gastos de Mantenimiento	16,000	150,807	135,150	15,657		15,657	135,150	1%	(15,657)			(0)
31	P-6140		Gastos de Arrendamiento	5,000	38,075	38,074	1	41,926	(41,925)	80,000	0%		41,925		0
32	C		Serv Profesionales, Consultivos y No-Profesionales (6211-6234) (No incluye 6274)	89,000	84,000	31,875	52,125	52,125	-	84,000	0%				0
33	C		Otros Servicios por Contrato (6239-6267,6269-6273, 6275)	69,500	69,000	32,950	36,050	35,550	500	68,500	0%	(500.00)			0
34	P-6205		Serv de Gerencia y Administración de Proyectos	-	-	-	-		-	-	0%				0
35	P		Otros Servicios y Gastos Misceláneos (6300, 6310, 6314, 6315, 6316, 6317, 6318, 6334, 6360, 6364, 6365, 6370, 6385, 6600)	19,800	63,227	38,697	24,530	21,303	3,227	60,000	0%	(3,227.00)			0
36	**Servicio de Comunicación** (P-6160)			**7,000**	**6,460**	**-**	**6,460**	**6,460**	**-**	**6,460**	**0%**				0
37	**Teléfono** (P-6171)			**22,000**	**22,000**	**1,530**	**20,470**	**10,470**	**10,000**	**12,000**	**0%**	**(10,000)**			0
38	**Anuncios y Pautas en los Medios** (C-6268)			**5,000**	**5,000**	**-**	**5,000**	**5,000**	**-**	**5,000**	**0%**				0
39	**Servicio de Seguridad y Vigilancia** (C-6274)			**630,000**	**594,762**	**275,140**	**319,622**	**433,594**	**(113,972)**	**708,734**	**3%**	**113,972**			0
40	**Seguro Médico Estudiantil** (C-6374)			**160,000**	**160,000**	**42,683**	**117,317**	**80,488**	**36,829**	**123,171**	**1%**	**(36,829)**			0
41	**Electricidad** (P-6391)			**868,409**	**758,380**	**505,722**	**252,658**	**694,278**	**(441,620)**	**1,200,000**	**5%**		441,620		0
42	**Agua y Alcantarillado** (P-6392)			**100,000**	**100,000**	**33,841**	**66,159**	**79,159**	**(13,000)**	**113,000**	**0%**	**13,000**			0
43	**Combustible** (P-6393, P-6394)			**27,000**	**29,625**	**15,430**	**14,195**	**6,570**	**7,625**	**22,000**	**0%**	**(7,625)**			0
44	**Revistas y Libros - Bibliotecas (45+46)**			**90,000**	**90,000**	**36,063**	**53,937**	**53,937**	**(0)**	**90,000**	**0%**	-	-	-	(0)
45	P-6070		Materiales de Referencia para Bibliotecas	90,000	90,000	36,063	53,937	53,937	(0)	90,000	0%				(0)
46	P-7110		Adquisiciones para la Biblioteca	-	-	-	-		-	-	0%				0
47	**Viajes, Gastos Proyección Institucional y Actividad Universitaria/ Acreditación (48+49+50)**			**16,000**	**17,134**	**6,712**	**10,422**	**54,803**	**(44,381)**	**61,515**	**0%**	**44,381**	**-**	**-**	**0**
48	P-6400		Gastos de Viaje y Dietas en Misiones Oficiales	16,000	15,619	4,597	11,022	35,403	(24,381)	40,000	0%	24,381			0
49	P-6500		Gastos Proyecto Institucional y Activ Comunidad Univ.	-	-	-	-		-	-	0%				0
50	P-6530		Gastos de Acreditación	-	1,515	2,115	(600)	19,400	(20,000)	21,515	0%	20,000			0
51	**Equipos (52+53)**			**202,000**	**127,084**	**71,715**	**55,369**	**55,369**	**-**	**127,084**	**1%**	-	-	-	0
52	P-7300		Equipo Menor-No Capitalizable ($200<=Costo<$5,000)	202,000	127,084	71,715	55,369	55,369	-	127,084	1%				0
53	P-7600		Equipo Capitalizable (Costo>= $5,000)	-	-	-	-		-	-	0%				0
54	**Transferencias a otros Subsidiarios (55+56+57)**			**19,200**	**19,200**	**9,600**	**9,600**	**9,600**	**-**	**19,200**	**0%**		-	-	0
55	P-8010		Becas y Ayudantías de Cátedra e Investigación	19,200	19,200	9,600	9,600	9,600	-	19,200	0%				0
56	P-9010		Costos Indirectos y Gastos Programas de Becas	-	-	-	-		-	-	0%				0
57	P-9940		Costo de Pareo de Fondos	-	-	-	-		-	-	0%				0
58	**Asignaciones Englobadas (P-9040, P-9980, P-9985)**						-		-	-	**0%**				0
59	**Pago del Principal e Interés de la Deuda Pública (C-9271- solo para AC)**						-		-	-	**0%**				0
60	**Economías Anticipadas- solo para AC**						-		-	-	**0%**				0
61	**Pago de Intereses Línea de Crédito Operacional (C-9275- solo para AC)**						-		-	-	**0%**				0
62	**Pago Principal e Interés Bonos-Plaza Universitaria (C-9995 solo para AC)**						-		-	-	**0%**				0
63	**Total Proyección - Otros Gastos (27+36+37+38+39+40+41+42+43+44+47+51+54+58+59+60)**			**$ 2,545,309**	**$ 2,585,309**	**$ 1,410,430**	**$ 1,174,879**	**$ 1,660,649**	**$ (485,771)**	**$ 3,071,080**	**$ 0**	**$ (2,274)**	**$ 488,044**	**$ -**	(1)
64															
65	**Gran Total (25+63)**			**$ 22,980,381**	**$ 23,020,381**	**$ 11,600,875**	**$ 11,419,506**	**$ 12,184,002**	**$ (764,496)**	**$ 23,784,877**	**100%**	**$ -**	**$ 488,044**	**$ 276,452**	**$ (0)**

Notas: [1] **Favor de utilizar el informe UPR-Available Funds Report-Resumen por Fondo (Detail y Summary).**
[2] **Incluir detalle de las transferencias de las economías realizadas. Se aneja tabla " Transferencia Planificadas de Economías Internas", para registrar la información.** ***Ver Anejo 2.***
[3] **Incluir detalle de los ajustes contra fondos extrauniversitarios. Se aneja tabla "Desglose de Ajustes Planificados Contra Balances de Fondos Extrauniversitarios" para registrar la información.** ***Ver Anejo 3.***
[4] **Incluir detalle de las Transferencias de Administración Central. Se aneja tabla "Transferencias Autorizadas por Recibir de Administración Central" para registrar la información.** ***Ver Anejo 4.***

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACIÓN CENTRAL OFICINA
CENTRAL DE PRESUPUESTO
RESUMEN DE PROYECCIONES POR CONCEPTO DE GASTOS

PROYECCIÓN TRIMESTRAL: 30 DE SEPTIEMBRE DE 2019

1 DE JULIO DE 2019 AL 30 DE JUNIO DE 2019
FONDO GENERAL

UNIDAD: BAYAMON				DATOS GENERADOS SISTEMA FINANCIERO - SIA				ANÁLISIS DE PROYECCIÓN DE GASTOS				PLANIFICACIÓN PRESUPUESTARIA			RESULTADO
				1	2	3	4	5	6	7	8	9	10	11	12
LÍNEA NÚM.	RENGLONES PRESUPUESTARIOS DE GASTOS			PRESUPUESTO ORIGINAL	PRESUPUESTO ENMENDADO	GASTADO Y OBLIGADO	BALANCE DISPONIBLE	PROYECCIÓN GASTOS 01/OCT/19 al	BALANCE PROYECTADO	GASTO PROYECCIÓN ANUAL AÑO FISCAL	%	AJUSTE POR ECONOMÍAS INTERNAS[1] (NIVEL UNIDAD) Nota: Registrar con signo negativo (-) en el código de gastos de donde los fondos vayan a ser transferidos.	AJUSTE CONTRA FONDOS EXTERNOS (NIVEL UNIDAD)[2] DECEP,UNEX, UNA,PPI, Ctas. Rotatorias y Otros	TRANSFERENCIAS DE FONDOS PREVIAMENTE AUTORIZADAS (ADM. CENTRAL)	BALANCE PROYECTADO AJUSTADO 30/JUN/19 (Col. 6 + Cols. 9,10 y 11) (Balance Positivo = Sobrante, Balance Negativo =Insuficiencia)
1	**Servicios Personales (2+6+11)**			$ 19,651,398	$ 19,647,138	$ 4,410,940	$ 15,236,198	$ 15,065,182	$ 171,016	$ 19,476,122	58%	$ (189,481)	$ 18,465	$ -	$ (0.00)
2	**Nómina de Sueldo Personal Regular (3+4+5)**			17,982,621	17,982,621	4,261,853	13,720,769	13,640,102	80,666	17,901,955	54%	(80,666)	-	-	0
3	C		Sueldo Personal Docente Regular (5021)	11,500,719	$11,500,719	2,629,083	8,871,636	8,844,797	26,839	11,473,880	34%	(26,839)			0
4	P-5060		Bonificaciones Personal Docente				-	-	-	-	0%				0
5	C		Sueldo Personal Regular No Docente (5101)	6,481,902	6,481,902	1,632,770	4,849,133	4,795,305	53,827	6,428,075	19%	(53,827)			0
6	**Nómina- Otros Pagos (7+8+9+10)**			1,592,277	1,586,277	107,870	1,478,407	1,369,592	108,815	1,477,462	4%	(108,815)	-	-	(0)
7	P-5040		Compensaciones Personal Docente	1,116,848	$1,110,848	16,631	1,094,217	983,369	110,848	1,000,000	3%	(110,848)			0
8	P-5130		Compensaciones Personal No Docente	168,029	$168,029	22,224	145,805	145,805	-	168,029	1%				0
9	C		Bonificaciones Personal No Docente (5151-5156, 5159)			2,033	(2,033)		(2,033)	2,033	0%	2,033			(0)
10	P-5160		Otros Pagos Personal Docente y Personal No Docente	307,400	$307,400	66,982	240,418	240,418	-	307,400	1%				0
11	**Sueldo Personal Irregular (12+13+14+15)**			76,500	78,240	41,217	37,023	55,488	(18,465)	96,705	0%	-	18,465	-	(0)
12	P-5180		Jornales Personal Irregular				-		-	-	0%				0
13	P-5190		Jornales Estudiantes	76,500	$78,240	41,217	37,023	55,488	(18,465)	96,705	0%		18,465		(0)
14	C		Personal Irregular Personal Docente (5022-5035) - Tarea Parcial, Temporeros, Contratos, Prof. Visitantes, Proy. Especiales				-		-	-	0%				0
15	C		Personal Irregular Personal No Docente (5102-5109) - Tarea Parcial, Temporeros, Contratos, Proy. Especiales				-		-	-	0%				0
16	**Aportaciones Patronales (17+18+19+20+21)**			6,657,435	6,657,435	1,534,204	5,123,231	5,010,902	112,329	6,545,106	20%	(112,329)	-	-	(0)
17	C		Seguro Social y Medicare (5221-5222)	1,566,848	$1,566,848	327,475	1,239,373	1,146,140	93,233	1,473,616	4%	(93,233)			(0)
18	C		Aportación Patronal Sistema de Retiro (5241, 5243, 5246, 5261, 5262)	2,693,666	$2,693,666	591,630	2,102,036	2,102,036	0	2,693,666	8%				0
19	C		Aportación Fondo del Seguro del Estado y Desempleo (5244, 5245)	320,921	$320,921	67,073	253,848	234,752	19,096	301,825	1%	(19,096)			0
20	P-5374 P-5375		Plan Médico y Farmacia	2,076,000.00	2,076,000	548,025	1,527,975	1,527,975	-	2,076,000	6%				0
21	C		Otras Aportaciones Patronales (5223-5239, 5241, 5242)				-		-	-	0%				0
22	**Ayudas Económicas** (P-5300)			4,000	4,000		4,000	4,000	-	4,000	0%				0
23	**Otros Beneficios** (P-5340)				1,250	1,250	-		-	1,250	0%				0
24	**Beneficios a Pensionados** (P-5350)			559,171	559,171		559,171	559,171	-	559,171	2%				0
25	**Total Proyección - Nómina (1+16+22+23+24)**			$ 26,872,004	$ 26,868,994	$ 5,946,394	$ 20,922,600	$ 20,639,255	$ 283,345	$ 26,585,649	$ 1	(301,810)	$ 18,465	$ -	(0)

UNIVERSIDAD DE PUERTO RICO
ADMINISTRACIÓN CENTRAL OFICINA
CENTRAL DE PRESUPUESTO
RESUMEN DE PROYECCIONES POR CONCEPTO DE GASTOS

PROYECCIÓN TRIMESTRAL: 30 DE SEPTIEMBRE DE 2019

1 DE JULIO DE 2019 AL 30 DE JUNIO DE 2019
FONDO GENERAL

UNIDAD: BAYAMON

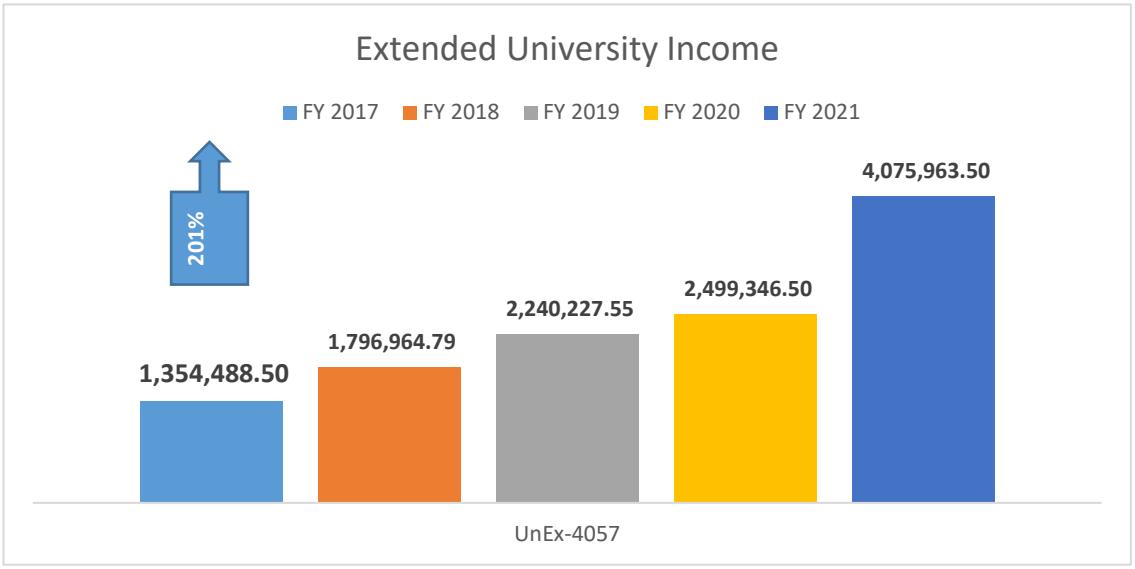
				DATOS GENERADOS SISTEMA FINANCIERO - SIA				ANÁLISIS DE PROYECCIÓN DE GASTOS				PLANIFICACIÓN PRESUPUESTARIA			RESULTADO
				1	2	3	4	5	6	7	8	9	10	11	12
LÍNEA NÚM.	RENGLONES PRESUPUESTARIOS DE GASTOS			PRESUPUESTO ORIGINAL 1/JUL/19	PRESUPUESTO ENMENDADO 30/SEP/19	GASTADO Y OBLIGADO al 30/SEP/19	BALANCE DISPONIBLE 30 /SEP/19 (Col. 2 - Col. 3)	PROYECCIÓN GASTOS 01/OCT/19 al 30/JUN/20	BALANCE PROYECTADO 30/JUN/20 (Col. 4 - Col. 5)	GASTO PROYECCIÓN ANUAL AÑO FISCAL 2019-2020 (Col. 3+Col. 5)	%	AJUSTE POR ECONOMÍAS INTERNAS[1] (NIVEL UNIDAD) Nota: Registrar con signo negativo (-) en el código de gastos de donde los fondos vayan a ser transferidos.	AJUSTE CONTRA FONDOS EXTERNOS (NIVEL UNIDAD)[2] DECEP,UNEX, UNA,PPI, Ctas. Rotatorias y Otros	TRANSFERENCIAS DE FONDOS PREVIAMENTE AUTORIZADAS (ADM. CENTRAL)	BALANCE PROYECTADO AJUSTADO 30/JUN/19 (Col. 6 + Cols. 9,10 y 11) (Balance Positivo = Sobrante, Balance Negativo =Insuficiencia)
26															
27	**Servicios, Materiales y Otros Gastos Operacionales (28+29+30+31+32+33+34+35)**			$ 1,261,892	$ 1,812,054	$ 526,678	$ 1,285,376	$ 1,666,338	$ (380,962)	$ 2,193,016	7%	$ 190,962	$ 190,000	$ -	(0)
28	P-6020		Materiales	345,741	336,810	56,361	280,449	307,288	(26,839)	363,649	1%	26,839			0
29	P-6080		Piezas y Accesorios para Reparación de Equipos		11,418	11,418	-		-	11,418	0%				0
30	P-6100		Gastos de Mantenimiento	306,228	243,611	65,154	178,457	288,753	(110,296)	353,907	1%	110,296			(0)
31	P-6140		Gastos de Arrendamiento	96,000	96,235	96,235	-	90,000	(90,000)	186,235	1%		90,000		0
32	C		Serv Profesionales, Consultivos y No-Profesionales (6211-6234) (No incluye 6274)	50,000			-		-	-	0%				0
33	C		Otros Servicios por Contrato (6239-6267,6269-6273, 6275)	214,850	850,315	201,849	648,466	802,293	(153,827)	1,004,142	3%	53,827	100,000		(0)
34	P-6205		Serv de Gerencia y Administración de Proyectos				-		-	-	0%				0
35	P		Otros Servicios y Gastos Misceláneos (6300, 6310, 6314, 6315, 6316, 6317, 6318, 6334, 6360, 6364, 6365, 6370, 6385, 6600)	249,073	273,666	95,662	178,004	178,004	0	273,666	1%				0
36	**Servicio de Comunicación** (P-6160)			40,000	40,000		40,000	40,000	-	40,000	0%				0
37	**Teléfono** (P-6171)			40,000	40,000	4,419	35,581	35,581	(0)	40,000	0%				(0)
38	**Anuncios y Pautas en los Medios** (C-6268)						-		-	-	0%				0
39	**Servicio de Seguridad y Vigilancia** (C-6274)			585,000			-		-	-	0%				0
40	**Seguro Médico Estudiantil** (C-6374)			169,641	169,641	76,431	93,210	93,210	-	169,641	1%				0
41	**Electricidad** (P-6391)			1,800,000	1,800,000	328,195	1,471,805	1,582,653	(110,848)	1,910,848	6%	110,848			(0)
42	**Agua y Alcantarillado** (P-6392)			217,000	217,000	19,287	197,713	197,713	0	217,000	1%				0
43	**Combustible** (P-6393, P-6394)			25,500	26,115	2,246	23,869	23,869	(0)	26,115	0%				(0)
44	**Revistas y Libros - Bibliotecas (45+46)**			141,000	141,000	700	140,300	140,300	-	141,000	0%	-	-	-	0
45	P-6070		Materiales de Referencia para Bibliotecas	101,000	101,000	700	100,300	100,300	-	101,000	0%				0
46	P-7110		Adquisiciones para la Biblioteca	40,000	40,000		40,000	40,000	-	40,000	0%				0
47	**Viajes, Gastos Proyección Institucional y Actividad Universitaria/ Acreditación (48+49+50)**			150,000	168,804	6,837	161,967	161,967	0	168,804	1%	-	-	-	0
48	P-6400		Gastos de Viaje y Dietas en Misiones Oficiales	150,000	162,024	3,057	158,967	158,967	0	162,024	0%				0
49	P-6500		Gastos Proyecto Institucional y Activ Comunidad Univ.		3,690	690	3,000	3,000	-	3,690	0%				0
50	P-6530		Gastos de Acreditación		3,090	3,090	-		-	3,090	0%				0
51	**Equipos (52+53)**			214,193	232,621	17,970	214,652	814,652	(600,000)	832,622	2%	-	-	600,000	(0)
52	P-7300		Equipo Menor-No Capitalizable ($200<=Costo<$5,000)		10,928	10,928	-		-	10,928	0%				0
53	P-7600		Equipo Capitalizable (Costo>= $5,000)	214,193	221,693	7,041	214,652	814,652	(600,000)	821,693	2%			600,000	(0)
54	**Transferencias a otros Subsidiarios (55+56+57)**			60,000	60,000	-	60,000	60,000	-	60,000	0%	-	-	-	0
55	P-8010		Becas y Ayudantías de Cátedra e Investigación	60,000	60,000		60,000	60,000	-	60,000	0%				0
56	P-9010		Costos Indirectos y Gastos Programas de Becas				-		-	-	0%				0
57	P-9940		Costo de Pareo de Fondos				-		-	-	0%				0
58	**Asignaciones Englobadas (P-9040, P-9980, P-9985)**			952,000	952,000	523,691	428,309	428,309	-	952,000	3%				0
59	**Pago del Principal e Interés de la Deuda Pública (C-9271- solo para AC)**						-		-	-	0%				0
60	**Economías Anticipadas- solo para AC**						-		-	-	0%				0
61	**Pago de Intereses Línea de Crédito Operacional (C-9275- solo para AC)**						-		-	-	0%				0
62	**Pago Principal e Interés Bonos-Plaza Universitaria (C-9995 solo para AC)**						-		-	-	0%				0
63	**Total Proyección - Otros Gastos (27+36+37+38+39+40+41+42+43+44+47+51+54+58+59+60)**			$ 5,656,226	$ 5,659,236	$ 1,506,455	$ 4,152,781	$ 5,244,592	$ (1.091.811)	$ 6,751,047	$ 0	$ 301,810	$ 190,000	$ 600,000	0
64															
65	**Gran Total (25+63)**			$ 32,528,230	$ 32,528,230	$ 7,452,849	$ 25,075,381	$ 25,883,847	$ (808,466)	$ 33,336,696	100%	$ -	$ 208,465	$ 600,000	$ (0)

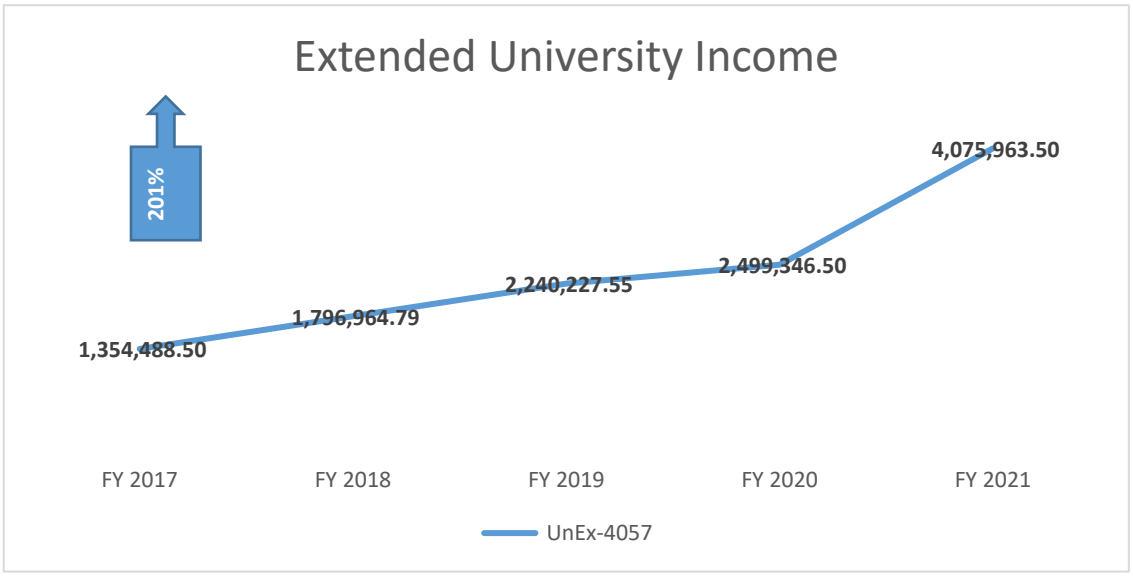
Notas: [1]Favor de utilizar el informe UPR-Available Funds Report-Resumen por Fondo (Detail y Summary).
[2]Incluir detalle de las transferencias de las economías realizadas. Se aneja tabla " Transferencia Planificadas de Economías Internas", para registrar la información. *Ver Anejo 2.*
[3]Incluir detalle de los ajustes contra fondos extrauniversitarios. Se aneja tabla "Desglose de Ajustes Planificados Contra Balances de Fondos Extrauniversitarios" para registrar la información. *Ver Anejo 3.*
[4] Incluir detalle de las Transferencias de Administración Central. Se aneja tabla "Transferencias Autorizadas por Recibir de Administración Central" para registrar la información. *Ver Anejo 4.*

Appendix 45

Universidad de Puerto Rico en Carolina
Matrícula Unex
Para los años fiscales 2017 al 2021

FY	UnEx-4057	CHANGE %
FY 2017	1,354,488.50	0%
FY 2018	1,796,964.79	33%
FY 2019	2,240,227.55	25%
FY 2020	2,499,346.50	12%
FY 2021	4,075,963.50	63%
		201%





Appendix 46

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
OFICINA DE RECTORIA

CARES ACT UPR CAROLINA

Proyecto	Objetivo	Actividades	Estrategias de implementación	Justificación de la utilización de fondos	Alineación con el seriado (R-1920-55) o Ley Federal	Costo/Presupuesto Aproximado
Adaptación y conversión de cursos presenciales a cursos en modalidad en línea o híbridos (aquellos que conllevan laboratorios que no pueden adaptarse a modalidad en línea).	Lograr incrementar la cantidad de cursos en línea. Promover la implementación de las mejores prácticas en la enseñanza en línea. Ampliar el ofrecimiento académico en línea del Recinto.	**1.** Capacitar y certificar profesores como educadores virtuales. **2.** Identificar el profesor que adaptará o convertirá el curso (uno por curso) **3.** Verificar que el curso cumple con las Guías estipuladas para los cursos en línea	**1.** El personal de la Oficina de Educación a Distancia realizará el proceso de capacitar y certificar a los profesores. **2.** Los Departamentos por medio de su comité de currículo seleccionarán los cursos y el profesor (certificado) que creará el curso. **3.** El personal de la Oficina de Educación a Distancia verificará que los cursos estén alienados con las Guías estipuladas.	El poder ofrecer un estipendio a los docentes permitirá incentivar a este personal en verano, durante el período no lectivo, para poder así adaptar mayores cursos y asegurar que la oferta del próximo cuatrimestre esté disponible.	**1.** La aportación a cada profesor para adelantar la agenda de educación a distancia, conforme al CARES Act, de un máximo de $1,200 por curso a desarrollar. **2.** El profesor tendría que diseñar el curso para cumplir con todos los requisitos de la MSCHE.	$120,000 ($1,200 x profesor para una meta de 100 cursos)
Infraestructura tecnológica	Proveer equipos tecnológicos al personal docente con necesidades particulares.	Adquisición de computadoras portátiles con cámara y micrófono integrado para proveerle al personal docente que tenga necesidad de equipo computacional.	Se identificarán a los profesores con necesidades tecnológicas. (Encargados: Decanato de Asuntos Académicos, Oficina de sistemas de Información y Oficina de Educación a Distancia)	El equipo asignado al personal docente asegurará las condiciones para ofrecer los cursos a distancia.	La adquisición de equipo para los profesores con necesidades de tecnología adecuada.	$97,500 ($975 por dispositivos para 100 profesores)

CARES ACT UPR CAROLINA

Renovación de la infraestructura inalámbrica y red de optimización de comunicaciones del Recinto.	Ampliar la cobertura de la red inalámbrica en el Recinto para garantizar y optimizar la operación.	**1.** Identificar las áreas a impactar. **2.** Identificar necesidades tecnológicas. **3.** Planificar e implementar	La oficina de Sistemas de Información realizará acervo de las necesidades e identificará el equipo necesario, al igual que los suplidores para los diferentes proyectos y fases.	La renovación nos permitirá garantizar la conectividad en cualquier área del Recinto, incluyendo el estacionamiento, por lo cual todo estudiante, empleado y/o profesor podrá realizar toda actividad académica en el Recinto, y observar las normas establecidas para el distanciamiento social.	**1.** Brindar acceso a estudiantes para poder acceder a los cursos y cumplir con las tareas de estos. **2.** Asegurar que los profesores tengan el acceso necesario para atender sus cursos. Contar con la infraestructura que garantiza los servicios de apoyo a la docencia y estudiantado.	$1,000,000
Contratación de personal especializado para atender la necesidad de adaptación de cursos en línea, y la adquisición de equipo y programados para la Oficina de Educación a Distancia.	Fortalecer los recursos necesarios para viabilizar la adaptación y creación de cursos a distancia.	**1.** Identificar áreas de necesidad que requieran personal de apoyo. **2.** Adquirir equipos y programas que permitan la labor de la Oficina de Educación a Distancia **3.** Brindar apoyo a las facultades y docentes	El Decanato de Asuntos Académicos, La Oficina de Sistemas de Información, y la Oficina de Educación a Distancia identificarán al personal necesario. Se extenderán nombramientos por un periodo no mayor a doce (12) meses, sin expectativa de contratación. Igualmente se verificará las necesidades de equipo y programas para adelantar la agenda de educación a distancia.	Contar con el recurso experto que ayudará a agilizar el proceso de adaptación y conversión de los cursos en la modalidad a distancia. A su vez, el personal de apoyo servirá para orientar, adiestrar, ampliar y fortalecer la oferta de educación en línea en el Recinto	El fortalecimiento de las estructuras de apoyo institucional para adelantar el desarrollo de cursos a distancia en cumplimiento de los requisitos de la MSCHE.	$450,000

CARES ACT UPR CAROLINA

Adquisición de equipo para estudiantes (laptops y mobile hotspots) que tengan problemas de acceso a la tecnología. Los equipos serían otorgados en carácter de préstamo.	Proveer al estudiante con probada necesidad económica el equipo tecnológico que permita cumplir satisfactoriamente con sus compromisos académicos.	Adquisición de equipo tecnológico para los estudiantes de la Universidad de Puerto Rico en Carolina que tengan una probada necesidad económica.	Se establecerá un plan de adquisición de equipo tecnológico coordinado por el Decanato de Asuntos Académicos, el Decanato de Asuntos Estudiantiles, y la Oficina de Sistemas de Información. El mismo se realizará con criterios establecidos por los Decanatos, y estará alineado con los datos provistos por estudiante en la solicitud de ayuda. El Recinto distribuirá un cuestionario en la comunidad estudiantil para conocer las necesidades.	La adquisición y donación del equipo tecnológico nos ayudará a tener una mayor retención y éxito estudiantil.	La aportación a los estudiantes con necesidad económica extrema para adelantar la agenda de educación a distancia, según indica el CARES Act, utilizando los criterios establecidos.	$700,000
Adaptación de las aulas y laboratorios académicos	Adaptar la infraestructura tecnológica en salones y laboratorios del Recinto para impartir cursos y conferencias con transmisión en línea. Adaptar las aulas y laboratorios para cumplir con las reglamentaciones y condiciones de salubridad para el personal que	Adaptación de salones y laboratorios con infraestructura necesaria para ofrecer cursos y acceso a estudiantes que no pueden estar en una clase presencial.	**1.** Se identificarán las necesidades de adquisición de infraestructura tecnológica. **2.** Se llevará a cabo un plan de trabajo para identificar los salones y poder adaptar los mismos durante el primer cuatrimestre. Esto servirá para atender cursos actuales y en un futuro en caso de situaciones que no permitan las	El Recinto contará con infraestructura física y tecnológica necesaria para fortalecer la enseñanza de las clases en la modalidad a distancia. Además, nos permitirá contar con infraestructura física y tecnológica que ayude a llevar a cabo actividades en la modalidad a distancia.	**1.** La adquisición de equipo y plataformas necesarias para adelantar la agenda de educación a distancia, considerando el equipo especializado para la creación de contenido instruccional y de telecomunicaciones. **2.** Adquisición del equipo necesario para higienizar las	$400,000

	trabajará en los cursos y conferencias para los estudiantes.		reuniones presenciales en el Campus. Además, contribuye al desarrollo de espacios virtuales que servirán para captación de nuevas fuentes de ingresos a través del ofrecimiento de conferencias virtuales.		áreas, realizar una profunda limpieza de las instalaciones, entre otros.	
						Total $2,417,850

UNIVERSIDAD DE PUERTO RICO EN CAROLINA
OFICINA DE RECTORIA

CARES ACT - CRRSSA UPR EN CAROLINA

	Proyecto	Objetivo	Actividades	Estrategias de implementación	Justificación de la utilización de fondos	Alineación con el seriado (R-2021-42) o Ley Federal	Costo/Presupuesto Aproximado
1	Adaptación y conversión de cursos presenciales a cursos en modalidad en línea o híbridos (aquellos que conllevan laboratorios que no pueden adaptarse a modalidad en línea).	Lograr incrementar la cantidad de cursos en línea. Promover la implementación de las mejores prácticas en la enseñanza en línea. Ampliar el ofrecimiento académico en línea del Recinto.	1. Identificar cursos que adelanten el plan de creación o adaptación de programas a distancia. 2. Identificar profesores adiestrados (certificados en educación a distancia), que impartan los cursos de los programas identificados. 3. Verificar que el curso cumple con las Guías estipuladas para los cursos en línea 4. Capacitar a nuestra facultad en la creación de diseño visual y fotográfico	1. El personal de la Oficina de Educación a Distancia realizará el proceso de capacitar y certificar a los profesores. 2. Los Departamentos por medio de su comité de currículo seleccionarán los cursos y el profesor (certificado) que creará el curso. 3. El personal de la Oficina de Educación a Distancia verificará que los cursos estén alienados con las Guías estipuladas. 4. Se ofrecerán talleres de diseño de video, edición de video y fotografías para mejor sus cursos de educación a distancia	El poder ofrecer un estipendio a los docentes que permitirá incentivar a este personal poder adaptar mayores cursos, cómo también mejorar su estructura visual y asegurar que la oferta académica del próximo cuatrimestre esté disponible.	1. La aportación a cada profesor para adelantar la agenda de educación a distancia, conforme al CARES Act, de un máximo de $1,200 por curso a desarrollar. 2. El profesor tendría que diseñar el curso para cumplir con todos los requisitos de la MSCHE.	$120,000 ($1,200 x profesor para una meta de 100 cursos, meta de 33 cursos por cuatrimestre)
2	Infraestructura tecnológica	Proveer préstamos de equipos tecnológicos al personal docente, los estudiantes y personal no docente con necesidades particulares.	Adquisición de computadoras, portátiles con cámara y micrófono integrado y "mobile hotspots" para proveerle a los estudiantes, al personal docente y no docente que tenga necesidad de equipo computacional.	Se identificarán a los estudiantes, profesores y al personal no docente con necesidades tecnológicas.	El equipo asignado al personal docente y no docente asegurará las condiciones para ofrecer los cursos a distancia y el servicio a la comunidad de forma remota. El equipo asignado a los estudiantes asegurará las condiciones para que los estudiantes logres sus metas académicas.	La adquisición de equipo para los estudiantes, profesores y empleados no docentes con necesidades de tecnología adecuada.	$772,500 ($975 por dispositivos para 500 profesores y personal no docente 600 mobile hotspots)
3	Renovación de la infraestructura inalámbrica y red de optimización de comunicaciones del Recinto.	Ampliar la cobertura de la red inalámbrica en el Recinto para garantizar y optimizar la operación.	**1.** Identificar las áreas a impactar. **2.** Identificar necesidades tecnológicas.	La oficina de Sistemas de Información realizará acervo de las necesidades e identificará el equipo necesario, al igual que los	La renovación nos permitirá garantizar la conectividad en cualquier área del Recinto, incluyendo el estacionamiento, por lo cual todo estudiante,	**1.** Brindar acceso a estudiantes para poder acceder a los cursos y cumplir	$200,000

CARES ACT - CRRSSA UPR EN CAROLINA

			3. Planificar e implementar	suplidores para los diferentes proyectos y fases.	empleado y/o profesor podrá realizar toda actividad académica en el Recinto, y observar las normas establecidas para el distanciamiento social.	con las tareas de estos. **2.** Asegurar que los profesores tengan el acceso necesario para atender sus cursos. Contar con la infraestructura que garantiza los servicios de apoyo a la docencia y estudiantado.	
4	Contratación de personal especializado para atender la necesidad de adaptación de cursos en línea y la adquisición de equipo y programados para la Oficina de Educación a Distancia.	Fortalecer los recursos necesarios para viabilizar la adaptación y creación de cursos a distancia.	• Contratar personal de apoyo. 2 diseñadores instruccionales 1 diseñador multimedios 1 asistente administrativo 1 especialista en tecnología educativa Adquirir equipos y programas que permitan la labor de la Oficina de Educación a Distancia Brindar apoyo a las facultades y docentes	El Decanato de Asuntos Académicos, La Oficina de Sistemas de Información, y la Oficina de Educación a Distancia identificarán al personal necesario. Se extenderán nombramientos por un periodo no mayor a doce (12) meses, sin expectativa de plazas permanentes. Igualmente se verificará las necesidades de equipo y programas para adelantar la agenda de educación a distancia.	Contar con el recurso experto que ayudará a agilizar el proceso de adaptación y conversión de los cursos en la modalidad a distancia. A su vez, el personal de apoyo servirá para orientar, adiestrar, ampliar y fortalecer la oferta de educación en línea en el Recinto	El fortalecimiento de las estructuras de apoyo institucional para adelantar el desarrollo de cursos a distancia en cumplimiento de los requisitos de la MSCHE.	$550,000

CARES ACT - CRRSSA UPR EN CAROLINA

5	Adaptación de las aulas y laboratorios académicos	Adaptar la infraestructura tecnológica en salones y laboratorios del Recinto para impartir cursos y conferencias con transmisión en línea.	Adaptación de salones y laboratorios con infraestructura necesaria para ofrecer cursos en ambientes híbridos. Los estudiantes podrán estar presencial o virtual cuando el profesor imparte su clase presencial. Se impactarán 60 salones.	1. Se identificarán las necesidades de adquisición de infraestructura tecnológica. 2. Se llevará a cabo un plan de trabajo para identificar los salones y poder adaptar los mismos durante el primer cuatrimestre. Esto servirá para atender cursos actuales y en un futuro en caso de situaciones que no permitan las reuniones presenciales en el Campus. Además, contribuye al desarrollo de espacios virtuales que servirán para captación de nuevas fuentes de ingresos a través del ofrecimiento de conferencias virtuales.	El Recinto contará con infraestructura física y tecnológica necesaria para fortalecer la enseñanza de las clases en la modalidad a distancia. Además, nos permitirá contar con infraestructura física y tecnológica que ayude a llevar a cabo actividades en la modalidad a distancia y podrá utilizarse cuando estemos de forma presencial.	La adquisición de equipo y plataformas necesarias para adelantar la agenda de educación a distancia, considerando el equipo especializado para la creación de contenido instruccional y de telecomunicaciones.	$1,500,000
6	Mejorar el servicio a toda la comunidad universitaria	Fortalecer la atención de los servicios de toda UPR en Carolina en línea	Adquisición de las licencias necesarias para canalizar las solicitudes de servicio Digitalización de todos los formularios para firmas digitales	Diseño de formularios para aprobación y firmas electrónicas Compra de licencias para turnos Contratación de personal para actualizar la página de la UPR en Carolina	Todo documento que requiere ser firmado por más de una persona en línea requiere estar disponible digitalmente	La obtención de la infraestructura de equipos y plataformas son necesarias para mejorar los servicios de educación a distancia y al mismo tiempo estar en cumplimiento con MSCHE	$550,000
7	Educación a distancia con elementos de innovación y tecnologías especializadas en laboratorios de programas únicos.	Fortalecer la innovación con tecnología de educación a distancia	Los profesores y estudiantes de los departamentos de Ciencias Naturales, Educación, Escuela Hotelera, Diseño, Justicia Criminal y Tecnologías en Ingeniería puedan seguir desarrollando sus innovaciones en sus respectivas áreas	Compra de equipo especializado y adaptación de espacios para laboratorios de programas únicos del recinto que permitan su virtualización y/o la utilización garantizando el distanciamiento social sin afectar el proceso de aprendizaje.	El poder ofrecer únicos en espacios que permitan el desarrollo de destrezas e innovación utilizando la tecnología por medio de la educación a distancia. Se crearán espacios para que los docentes y estudiantes realicen investigación.	El fortalecimiento de las estructuras de apoyo institucional para adelantar el desarrollo de innovación y emprendimiento con tecnología a distancia en cumplimiento de los requisitos de la MSCHE.	$1,500,000

CARES ACT - CRRSSA UPR EN CAROLINA

8	**Parte estudiantil** Apoyo a los estudiantes para que puedan cumplir con sus metas académicas en UPR Carolina	Satisfacer las necesidades de los estudiantes con mayor necesidad económica de manera que puedan continuar su desempeño académico en óptimas condiciones.	Distribución de ayuda económica para TODOS los estudiantes de la UPR EN CAROLINA.	La oficina de asistencia económica identificará a los estudiantes matriculados en UPR Carolina ($975.65 X 2,302 estudiantes)	Según la sección 314 (c) (3) de la CRRSAA, el Beneficiario debe otorgar subvenciones de ayuda financiera al Acuerdo de Fondos de Subvención Complementarios para Instituciones: Los Fondos de Subvención Suplementarios para Estudiantes Receptores pueden, pero no están obligados a hacerlo, utilizar fondos designados para los Costos Institucionales del Beneficiario para proporcionar fondos adicionales ayudas becas a estudiantes.	La aportación a los estudiantes con necesidad económica extrema para que puedan cubrir gastos relacionados a la agenda de educación a distancia, según indica el CRRSAA Act, utilizando los criterios establecidos por cada unidad o recinto.	$2,245,952
9	Fortalecimiento de las estructuras de apoyo institucional y profesores de UPR Carolina. Desarrollo y fortalecimiento de destrezas digitales y tecnológicas para robustecer las estructuras servicios remotos a estudiantes.	Estipendio al personal docente y no docente que tome todos los cursos recomendados para trabajos a distancia. Dicho personal deberá ser parte del plan de transformación digital de sus respectivas áreas.	Los siguientes talleres (entre otros) serán parte de la lista de talleres a ofrecerse. El personal deberá tomar un mínimo de 10 cursos para el desembolso final. 1) Microsoft Teams básico o avanzado, 2) OneDrive como herramienta de almacenamiento en la nube y compartir archivos, 3) SharePoint para el manejo de documentos en cadena y sensitivos, 4) Excel básico, 5) Excel avanzado, 6) Outlook, 7) Outlook Calendar, 8) Microsoft Forms, 9) Adobe Acrobat y Sign, 10) Microsoft to do. Se recomienda otorgar $500.00 por 10 cursos. El empleado debe completar el mínimo de 10 cursos para obtener el estipendio de $500.00.	La Oficina de Recursos Humanos coordinará estos talleres y certificará el personal que se adiestró en todos. (Se estima un total de 400 empleados)	Apoyar a la facultad y al personal no docente por el tiempo dedicado para mejor el servicio a toda nuestra comunidad.	El fortalecimiento de las estructuras de apoyo institucional para educación y servicio a distancia en cumplimiento de los requisitos de la MSCHE.	$ 200,000
	Total						$7,638,452

Appendix 47

GOVERNMENT OF PUERTO RICO
DEPARTMENT OF HOUSING

NOTICE OF FUNDING AVAILABILITY
CDBG-DR-NOFA-2020-02
Workforce Training Program
Third Notice of Award Determinations

May 5, 2021

Craig Redmond
Mercy Corps
Triple S Plaza Suite 6A 1510 Fd Roosevelt Ave
San Juan, PR 00968

By email: credmond@mercycorps.org

Re: 3rd Notice of Award Determinations

Notice of Funding Availability, CDBG-DR-NOFA-2020-02
Workforce Training Program
Community Development Block Grant for Disaster Recovery

Dear **Craig Redmond**:

On March 30, 2020, the Puerto Rico Department of Housing (**PRDOH**) issued a Notice of Funding Availability CDBG-DR-NOFA-2020-02 (**NOFA**) for Workforce Training Program (**WFT Program**) under the Community Development Block Grant for Disaster Recovery Program (**CDBG-DR Program**). The NOFA sought to select qualified applicants for the purpose to administer training programs that support the development of a labor force to meet the needs of hurricane reconstruction and to build the skill capacity to push Puerto Rico into the economy of the future.

In response to the NOFA, **Mercy Corps** submitted an application to the CDBG-DR Program on **July 16, 2020**. In accordance with the Notice of Funding Availability CDBG-DR Standard Operating Procedures, an Evaluation Committee duly designated by the PRDOH Secretary on September 17, 2020, evaluated applications and made recommendations for selections as contained in the Evaluation Committee Report dated December 23, 2020, which was presented to the PRDOH Deputy Secretary for approval. After the evaluation of recommendations, the Deputy Secretary made selections for award for those who had the best scores, represented the most suitable Applicants and deemed most advantageous in the best interests of both the Government of Puerto Rico and affected citizens per the criteria contained in the NOFA. Based thereon, the CDBG-DR Program notified the **one hundred twenty-one (121)** Applicants to the NOFA via a Notice of Award Determination dated December 23, 2020 (**Notice**). The Evaluation Committee's recommendations for award were contained in Exhibit A of such Notice.

A list of Applicants was attached to and made an integral part of the Notice as Appendix A. As stated in the Notice, pursuant to the Application Scoring and Mandatory Requirements sections, Applications needed to meet the mandatory requirements and receive a "PASS" in order for them to be eligible for evaluation of technical requirements. If the Application did not meet said requirements, the Applicant received a "FAIL" which resulted in its disqualification. A total number of **seventy (70)** failed such requirements. Exhibit A of the Notice contained the detail of Applicants who did not pass the mandatory requirements[10] threshold. As stated in the NOFA, Applications which failed the Mandatory requirements did not receive further consideration and the Evaluation Committee did not proceed to evaluate their technical requirements.

As stated in the Notice, a total number of **fifty-one (51)** Applicants passed the Mandatory Requirements of the NOFA and thus, the Evaluation Committee proceeded to evaluate their technical requirements. In accordance with the Application Scoring Section of the NOFA, Applicants needed to achieve a technical score greater than or equal to sixty (60) in order to be considered for selection for an award. Of the fifty-one (51) that passed the Mandatory Requirements, a total of **forty-eight (48)** obtained a technical score greater than or equal to sixty (60) points and thus, were considered for recommendation for selection under the NOFA criteria, while **three (3)** Applicants obtained scores below the sixty (60) point threshold and were not considered for and award. Exhibit A of the Notice contained the detail of the above.

In the Notice, the CDBG-DR Program included the initial awarded Applicants for the WFT Program. Further as stated therein, the remaining Applicants who passed the scoring threshold, as included in Exhibit A, were considered for award as scored taking into consideration the funds that have been made available by the U.S. Department of Housing and Urban Development **(HUD)** for the WFT Program.

Per the Notice and available funding, **fifty million eight hundred thousand ($50,800,000)** the CDBG-DR Program is hereby including the following remaining organizations as awarded Applicants for the WFT Program NOFA:

- To the **Puerto Rico Community Foundation** for the initial contract for the amount of **$1,289,927.** In alliance with the Center for Puerto Rican Studies, the Puerto Rico Community Foundation proposes to offer 300 certifications in Post-Disaster Economic Recovery to the unemployed, emphasizing in participants from Aguadilla, Mayagüez, Bayamón, Carolina, Guaynabo, San Juan, Arecibo, Caguas, Humacao and Ponce. Among the courses are reconstruction methodologies, planning, risk mitigation, economic development, housing, community sustainability and search for federal funds, among others.

- To the **Mercy Corps** for the initial contract for the amount of **$4,771,512.** The entity in alliance with the Association of Renewable Energy Contractors and Consultants of PR and the University of Puerto Rico at Carolina, have designed the Certification Program

[10] Certain mandatory requirements were waived for all applicants.

for Photovoltaic Systems Technicians to connect individuals to the education and practical experience that is needed in order to develop a well-trained solar workforce in Puerto Rico. The certification is designed to engage interested individuals with a particular focus on marginalized groups.

- To the **University of Puerto Rico at Humacao** for the initial contract for the amount of **$4,871,892.** The entity proposes to offer trainings in in the areas of tourism/hospitality, construction, health, manufacturing, and technology. Participants must be low or moderate income with priority to women, ex-prisoners/ex-convicts, elderly citizens, and current employees of the Humacao region affected by Hurricanes Irma and/or Maria as well as Northeast and Southeast municipalities.

- To the **Alianza Municipal de Servicios Integrados** for the initial contract for the amount of **$2,270,395**. The entity proposes a Tourism and Hospitality Training program (bartenders, waiters, tour guides) for low-income displaced and unemployed women. The project intends to serve women between the ages of 25 and 54, from the municipalities of Aguas Buenas, Aibonito, Arroyo, Caguas, Cayey, Guayama, Gurabo and Trujillo Alto, as well as people from San Juan and Carolina.

- To the **Mauro Inc.** for the initial contract for the amount of **$1,838,068.** The entity proposes to provide trainings, instruction and certifications in the cinematography area to incorporate LMI young adults in high-risk areas in the working sector of cinema. Intends to serve participants in municipalities from the North, Northeast & East of Puerto Rico.

- To the **PRoTechos Inc.** for the initial contract for the amount of **$2,188,668.** The entity proposes the dual mission of rebuilding roofs in low-income communities throughout Puerto Rico while providing related carpentry training to residents of San Juan as well as from the eastern area, particularly Luquillo, Rio Grande and Loíza. PRoTechos intends to graduate one hundred (100) carpentry assistants.

- To the **Centro de Estudiante y Maestro Investigador, Corp.** for the initial contract for the amount of **$3,842,039.** The entity proposes a program that will offer technical assistance in the areas of tourism and hospitality, programming and computer technology and entrepreneurship. The population that will be targeted is adults and young people over 18 years of age, who are unemployed or need to improve their skills in the labor field; women who own businesses or who wish to become entrepreneurs in the municipalities of Mayaguez, Orocovis, Manatí, Vega Baja and Ciales.

- To the **Habitat for Humanity of Puerto Rico, Inc**. for the initial contract for the amount of **$1,328,765.** The entity proposes the Habitat Builds Puerto Rico entry level training program designed for low and medium income (LMI) persons who seek construction as a career, willing to serve the severely impacted by the hurricanes southeastern coast. It covers masonry, carpentry, electric, plumbing and the federal OSHA 10 construction safety and health certification as well as basic Math skills.

- To the **Borincana Foundation Inc.** for the initial contract for the amount of **$2,481,800.** The entity proposes a Solar Information Technology Workforce Development and Market Analytics Program targeted to adults from all municipalities of Puerto Rico. Intends to train sixty (60) to eighty (80) participants per year prioritizing in women and minorities and individuals from areas of persistent poverty and high unemployment.

- To the **Puerto Rico Science Technology and Research Trust** for the initial contract for the amount of **$1,321,308.** The entity submitted a proposal which consists of an entitled Puerto Rico (PR-Ready) workforce development project that will train and develop information and communication technology (ICT), food and agricultural, health services, manufacturing and historic preservation for critical industry sectors. PR-Ready will develop education and training geared towards primarily under and unemployed individuals across the island.

- To the **Monte Azul Inc**. for the initial contract for the amount of **$3,427,128.** The entity which proposes the "Agricultural Entrepreneurship 101" job training course to provide farmers as well as at-risk youth with the tools, resources and opportunities to become successful agricultural entrepreneurs and stimulate rural agricultural economy. Will benefit the Academy of Sustainable Agriculture and Innovation residents, small scale farmers, and residents of Maricao and surrounding municipalities, ages 18-25.

- To the **Fundación Biblioteca Rafael Hernández Colón, Inc.** for the initial contract for the amount of **$4,205,755.** The entity which proposes the creation of the School-Workshop for the Construction Arts in Ponce and southern Puerto Rico with the purpose of contributing to the revitalization of urban centers, economic development and the conservation of the built heritage, and therefore the environment and energy, through job training for young people, displaced workers and young adults with low or moderate incomes in the construction arts.

- To the **Compañía para el Desarrollo Integral de la Península de Cantera** for the initial contract for the amount of **$1,051,087.** The entity proposes to educate 320 adult residents (prioritizing opportunities to women) from their own LMI community, in the following areas: Sustainable Tourism, Tour Guides, Hospitality Customer Service, Culinary Touristic Attractions, Carpentry and Masonry, with the objective of enabling them to get a job in these working areas, even within the Península de Cantera itself.

- To the **Universidad Interamericana de Puerto Rico** for the initial contract for the amount of **$4,821,652.** The entity proposes to expand its technical certification program to participants from Barranquitas, Bayamón, Guayama, Ponce and Coamo by granting 115 certifications per year (for 5 years) in the following areas: Culinary Arts; Commercial Bakery and Pantry; Practical Nursing/Emphasis in Prolonged Care; Cosmetology and Barbery.

- To the **Universidad Ana G. Méndez Recinto de Cupey** for the initial contract for the amount of **$3,930,549.** The entity proposes the "Skill-Up" program which will grant 1,137

professional certifications in these fields: construction, tourism, urban agriculture, recycling-solid waste management, telecommunications, occupational safety, maritime industry, general industry and manufacturing. It is targeted to LMI and unemployed candidates island wide, seeking for the required education to find a long-term job within these specialized fields.

- To the **Municipio de Arecibo** for the initial contract for the amount of **$1,921,770.** The entity whose proposal intends to expand the number of courses currently offered in the Institute for the Development of Women, by adding the following: Masonry, Carpentry, Facility Maintenance, Welding, Kitchen Helper, Waiter and Advanced Sewing. It is intended to serve 525 LMI/Unemployed women yearly from Arecibo and other municipalities located at the North Central part of the island.

- To the **Universidad de Puerto Rico Recinto de Río Piedras** for the initial contract for the amount of **$1,996,180.** The entity proposes an occupational training program to reach goals such as: Prepare communities for sustainability to address socio-economic and climate changes; Lead participants to professional certifications; Develop qualified workers; and Promote the capacity of small businesses/entrepreneurs to expand and grow.

- To the **Corporación para el Financiamiento Empresarial del Comercio y las Comunidades** for the initial contract for the amount of **$565,475**. The entity will focus on training unemployed people to accommodate them in positions available in restaurants and businesses related to the food industry in the San Juan metro area. Participants will be trained in specialized cooking skills in a commercial kitchen, use of cash register, customer service, interview skills, food entrepreneurship, and customer service.

- To the **Puerto Rico Techno Economic Corridor, Inc. (PRTEC)** for the initial contract for the amount of **$4,375,066**. The entity proposed a program entitled "Ready to Work" will train unemployed or underemployed workers and incumbent workers that could either be promoted or retain their current jobs due to these trainings. The goal is to train U.S. citizens, who are underrepresented Hispanics in their majority, to obtain the skills of high demand jobs in the Information Technology, Advanced Manufacturing and Call Center industries.

Any remaining Applicants under Exhibit A of the Notice who passed the scoring threshold, are to be considered for award as scored in the event that funds are made available and while such funds last.

As CDBG-DR funding becomes available for the WFT Program and it is adequate to fund proposed projects not awarded now, PRDOH will notify Applicants to discuss the option of being awarded funding based on submitted applications. However, the above is contingent upon HUD making CDBG-DR funds available for the WFT Program.

For organizations selected for an award, as detailed above, under the Workforce Training Program NOFA and to become a Subrecipient of such Program, response in writing is required within **seven (7) business days** of the date of this Award Notice to the following electronic email to confirm your receipt and acceptance of this award:

LEGALCDBG@VIVIENDA.PR.GOV

If the acceptance is not received by the Program within that time frame, this offer shall automatically expire.

Upon receipt of your acceptance of the award, PRDOH will contact you regarding the submission of required documents and any additional required information to implement this award and preparation of the Subrecipient Agreement **(SRA)** between the Awardee and PRDOH. As these are Federal funds, they are subject to numerous Federal statutes and regulations as will be detailed in the SRA. PRDOH may provide guidance and technical assistance to ensure adherence to all applicable statutes and regulations. PRDOH will also monitor its Subrecipients with respect to the use of these funds and Program compliance, in accordance with applicable Federal and State laws and regulation and the SRA. All SRAs will be invoiced up to the amounts awarded based on Application submissions, terms and conditions contained in such SRA, and budgets made part thereof.

Awardees should prepare to send their Program-critical staff to a mandatory WFT Program orientation and training to be scheduled within the next **thirty (30) calendar days**, during which PRDOH will thoroughly review the Program Guidelines, completion and signature of said SRA package, review of federal and local requirements this Program is beholden to, and systems that will be used to implement the Program. PRDOH is available to provide any necessary technical assistance for the adequate and successful implementation of the Program.

This notice does not represent a contract, obligation or constitute a contractual relationship between the PRDOH and your organization.

For more information regarding this Notice of Award or should you have questions at this moment, please contact the undersigned via email at LEGALCDBG@VIVIENDA.PR.GOV.

Sincerely,

Maytte Texidor-López, Esq.
Legal Director
CDBG-DR Program
Puerto Rico Department of Housing

CDBG-DR **Workforce Training Program**

Application Drafting Document

Formatting Matches Application Portal
Application Deadline: July 1st, 2020

Proposed Program Plan

PROGRAM INFORMATION

1. Provide an overview for the proposed job training course including; subject(s) to be taught, teaching methodology, and other pertinent information. [Max of 10000 characters here]

OVERVIEW: Puerto Rico's nascent solar industry is poised for explosive growth as a result of the island's commitment to moving to 100% renewable energy by 2050. The projected growth of the solar workforce needed to accomplish this goal will enable a viable path to employment for thousands of people who might otherwise be left outside of the labor market, are underemployed within other fields, or are employed within other sectors that are shrinking. However, current solar-related job training programs are inadequate to produce the workforce needed to support the growth of this burgeoning sector. Specifically, Photovoltaic (PV) Technician related training courses are desperately needed. PV Technician related job training courses focus on educational paths related to direct labor positions required to develop a well-trained, viable, vibrant Solar workforce in Puerto Rico.

To address this gap, Mercy Corps, with partners Association of Renewable Energy Contractors and Consultants of Puerto Rico (Asociación de Consultores y Contratistas de Energía Renovable de Puerto Rico, ACONER) and University of Puerto Rico at Carolina (UPR-C), have designed the Certification Program for Photovoltaic (PV) Systems Technicians (Programa de Certificado Para Técnico(a) de Sistemas Fotovoltaicos). The Certification Program for PV Systems Technicians (PST) is designed to engage individuals, with a focus on marginalized groups, and equip them with the necessary technical skills to meet the needs of this emerging sector. Intensive island-wide efforts by Mercy Corps to promote knowledge of solar energy and related professional opportunities; focused outreach through our Resilience Hubs and other community partners to engage marginalized groups in the Certification program; and facilitation of job placement will drive the overall sector forward creating further opportunities. The creation and implementation of the PST Certificate curriculum led by UPR-C provides a critically needed trained labor force. ACONER will provide support with training course facilitators and setting up laboratories for practical experience, in addition to sharing inputs on curriculum to ensure it effectively addresses industry needs in Puerto Rico..

PROPOSED CERTIFICATION COURSE: The PST certificate is an entry pathway into the PV industry, opening doors to key technical positions and also serving as a critical step toward highly-specialized positions in the sector. Trainees are required to have a high school diploma (or equivalent), though Mercy Corps and collaborators will support prospective participants with achieving this prior to program launch in order to facilitate more equitable access to the opportunity among vulnerable communities. During the training courses, they will build technical skills through classroom and virtual instruction and gain practical experience through unpaid on-the-job training (OJT) hours (apprentice-type instruction). After three academic quarters which includes the OJT sessions, a trainee receives a PST Certificate from UPR-C,

which provides a solid foundation to successfully meet the requirements for NABCEP certification. Trainees will graduate the course with a Certificate of Completion from UPR-C and will be prepared to take the exam towards the Photovoltaic Associate Credential by the North American Board to Certified Energy Practitioners, which is the most widely-recognized in the solar industry and enhances employment opportunities.

SUBJECTS TO BE TAUGHT: The PST Certification Program includes a series of introduction, basic, practical laboratory and safety courses, including:

Introduction Courses: Why Renewable Energy, Energy Conservation and Energy Efficiency, Basics of Electricity, Solar Thermal, Solar Electricity, Other Renewables, etc.

Basic Courses: Introduction and Study Plan, Components and System Configuration, Principles of Electricity, PV demand, Production and Incentives, PV Modules, Meters, Series and Parallel, Site Analysis, Assembly of PV Systems, Grounding, Inverters, Sizing of Interactive PV Systems, Conductors and Wiring, Disconnection Means and Overcurrent Protection, Safety and Commissioning, Load Analysis, Batteries, Battery Bank Design, Battery Recharge, Battery Based Inverters, Electrical Integration, Review and Installation Requirements, Interconnection Details, Disconnection Means and Overcurrent Protection, Fire protection, Grounding and Failure Protections, Installation Considerations, Distribution and Structures, Conductor Sizing, Signaling in PV Systems, PV Source Circuit Sizing, Study Cases, Testing and Commissioning, etc.

Practical Laboratory: Interactive Systems Photovoltaic Laboratory, Battery Based Systems Photovoltaic Laboratory, etc.

Safety: Introduction, Ladder & Lift Safety, Fall Protection, Safe PV Roof Mounting Methods, Solar Electric Safety, Site and Mechanical Hazards, Electrical Hazards, etc.

TEACHING METHODOLOGY: The PST certification course is designed to use three different delivery options to increase access: Fully Online, face-to-face, and hybrid (combination of online and face-to-face). This combination of teaching methods provides trainees with the flexibility to adjust the program to meet their needs and life circumstances. For example, online classes allow women to schedule classes around work or caretaking obligations and eliminates the need for travel that might otherwise present a barrier to continued education. Online classes also make it possible to engage trainees from outlying municipalities like Vieques and Culebra, where there are limited local options for higher education and for whom transportation costs and logistics may otherwise be prohibitive. In addition, complimentary support at the community level from Mercy Corps will allow trainees to continue who might otherwise have been unable to complete the certification due to technology problems or other support needs.

Learning Methodologies: Courses are delivered using the four primary types of learning behaviors (auditory, visual, reading/writing, and kinesthetic) to engage and meet the needs of all trainees. Online course modules will incorporate interactive program elements and feedback to engage both visual and auditory learning, while supplemental class materials will enable learners to independently read, review and write course information to reinforce this learning methodology. Kinesthetic (hands-on) learning experiences will reinforce theory based sessions through physical contact and the ability to practices with materials and equipment in

both laboratory settings and OJT.

Online course presentation will use an open-source learning platform such as Moodle©, designed to provide educators, administrators and learners with a single, robust, secure and integrated system to create personalized learning environments. The platform has been designed for global learning and is a proven and trusted system for education worldwide. It is an all-in-one learning platform with extensive resources and capabilities to provide a highly flexible, customizable and scalable learning platform. UPR-C is currently employing Moodle and has extensive experience in supporting the platform.

Face-to-face content delivery will emphasize a broad range of active learning strategies to engage trainees with the material, improve class participation and encourage collaboration with other team members. The emphasis is placed on making mental associations to new stimuli identified through “hands-on” exploration rather than relying on rote memorization in order to build lasting learning associations with the materials.

Hybrid delivery will incorporate key components of both online and face-to-face content delivered.

OJT will take place on non-course days throughout the week.

Mentoring Follow-up: Personal mentoring and mentoring follow-up provided by the Mercy Corps team members is a unique aspect of the PST Certification program designed to encourage trainees to remain in the field. Select program team members will maintain direct contact with course graduates for a minimum of two years in order to provide additional guidance and expertise, and to assist them in overcoming barriers for entry and advancement within the solar energy industry. This long-term, hands-on approach will directly contribute to the sustainability of program achievements and help ensure trainees integration into the sector.

PREPARATORY COURSES: UPR-C will conduct skills and needs assessments with prospective participants to determine who requires additional preparatory courses prior to joining the PV Solar Technicians Certification Program. UPR-C and Mercy Corps will then facilitate access to these intensive pre-training courses to ensure trainees are equipped with the necessary base skills and competencies to be successful in the Certification Program. Pre-training courses may include remedial math or science content, for example, that will help fill gaps in trainees’ skill sets. These preparatory courses are crucial to enabling access for marginalized groups and lower-and-middle income (LMI) individuals who might otherwise be unable to meet the preliminary requirements of the Certification Program.

COMMUNITY ENGAGEMENT: Mercy Corps has been working with vulnerable communities in Puerto Rico since 2017, and will leverage its existing relationships throughout the island to reach regions and groups traditionally excluded from skill-building opportunities and technical sectors. In collaboration with local community-based organizations and longstanding partnerships from our Resilience Hubs Program, Mercy Corps will launch an awareness and recruitment campaign, sharing information around renewable energy in general and highlighting the opportunities available for PST and Mercy Corps’ certification course. Partnerships with local community-based organizations targeting women and marginalized populations including single parents, Black community, immigrants community, formerly incarcerated individuals, LGBTQ+ community and people with disabilities.will enable

recruitment of diverse trainees. The regions specifically targeted have a high percentage of LMI individuals and households. The solar industry, especially in Puerto Rico, is lacking in diversity and Mercy Corps will make a concerted effort through the Certification Program for PST to support equitable access to training and job opportunities. More information can be found under the Gender Equity section of Question 2.

Up to 30% of trainees are eligible to access community based support including staff placed in community centers that can directly support trainees. Alliances with Mercy Corps' Resilience Hubs will provide computer access to those who are not able to complete the online courses at home.

Mercy Corps' creation of a job placement program will ease the entry of the newly certified PST into the workforce. The sector traditionally relies on networks to find positions which places a barrier to entry, especially for traditionally marginalized or excluded groups. Mercy Corps will build relationships and facilitate connections to give the trainees the boost they need to obtain their first employment and start building their networks and job history.

2. Provide a detailed description of the proposed service area for the program, and a description of job opportunities currently available in the field of training.
   - ❖ Discuss the need for the program and workforce training services. Include an analysis of current job demand in the area and projected demand. Cite any community research, studies, or surveys that document the need. [Max of 10000 characters here]

NEED FOR THE PROGRAM: The United States solar industry has been experiencing explosive growth, growing to employ nearly 250,000 workers in 2019. Since 2010, U.S. solar employment has grown by 167%, including the District of Columbia and Puerto Rico. In fact between 2014 and 2019, solar jobs grew five times faster than the overall economy. (Solar Foundation, 10th Annual Solar Jobs Census 2019 published Feb 2020). When combined with local regulations dictating a shift to renewable energy and Hurricane Maria recovery efforts including investments in solar energy, these trends indicate a great economic opportunity for the solar sector in Puerto Rico.

The Puerto Rico Energy Public Policy Act (SB 1121/SP1121 which became Act 17-2019) mandates that Puerto Rico rely on 100% renewable energy by 2050 with progressive targets of 20% in 2022; 40% by 2025; and 60% by 2040. However, in 2019 only 2.3% of energy was produced by renewables (Autoridad de Energía Eléctrica, AEE). (U.S. Energy Information Administration). Among renewable resources of power, solar energy has been the fastest growing on the island, rising from 0.3% of total generation in 2015 to 1.1% in 2019. To meet the targets within Act 17-2019, the renewable energy sector needs to quickly grow. Compared to wind and hydro, solar energy presents the most scalable option with the lowest entry barriers for small and medium business owners. Solar is also the most reliable technology and the ability to locate the energy source at or near the point of users contributes to disaster resilience.

PV SYSTEMS TECHNICIAN JOB OPPORTUNITIES: Information on Puerto Rico's exact job market demand and opportunities for PST is incomplete and rapidly evolving. However in addition to the requirements under Act 17-2019, multiple investments have been pledged that

will require a vast increase in the number of PST available in Puerto Rico. CDBG-DR has allocated $300 million towards solar and renewable energy installations in the coming years, and $75 million for the construction of Resilience Centers which would include solar systems. This represents a significant jump for an industry that is currently valued at $45-$50 million in 2019. In total, the US Government is planning an estimated $9,300,800,000 investment through the Solar Industry programs planned and described in the Transformation an Economic and Disaster Recovery Plan for Puerto Rico.The CDBG funds alone represent the equivalent of approximately ten typical sales years condensed into a much shorter timeline. To translate this projected investment into a projected number of jobs. We use information from the Council of Economic Advisors (CEA) who calculated the number of jobs (direct, indirect, and induced) created as a result of federal spending using real world data based economic models. According to their calculations, CEA found that $92,000 in federal spending created one job that could be sustained for a year. Thus, the approximately $9.3 billion investment is projected to create the full-time equivalent of 101,095 job years over the next ten years it will take the Government of Puerto Rico to activate and release the funds through the CDBG-DR program. In addition, Puerto Rico's Electric Power Authority (PREPA) recently renegotiated 16 contracts for solar energy that had not been executed. PREPA expects these contracts to now be on track for installation within 24 to 36 months. (PREPA renegotiates 23 renewable energy contracts, May 21, 2020, elnuevodia.com) Lastly, Regulation 9028-2018 and Act 258-2018 encourage the development of microgrids within communities creating a further demand for trained PST and other solar industry staff beyond the larger government funded projects.

Critical to enabling this growth is a well-trained, properly equipped, and diverse workforce. Without investments in training now, reconstruction efforts, increased resilience, and eradicating Puerto Rico's dependence on expensive imported fossil fuel, will only be partially successful. The 174 solar companies in Puerto Rico currently employ less than 2,000 workers. This is insufficient to meet the impending increase in demand outlined above. ACONER estimates that 15,000-18,000 new direct laborers are needed as soon as possible to feasibly achieve the 2050 goal. An estimated 600-1000 new direct laborers are needed each year to account for retirement and attrition. Based on interviews in early 2020, the Solar Foundation found that Puerto Rico's current solar industry growth was estimated at 5-10% year over year. This is inadequate to meet the project demand created by all of the investments. Even at a significantly increased year-over-year workforce growth rate of 20-50% it will take 6-12 years to create the workforce needed to fully implement Act 17-2019, including the pledged investments by CDBG-DR. This problem is compounded by the lack of training and certification programs needed to develop such a workforce. For instance, the Solar Foundations 10th Annual Solar Jobs Census in 2019 found that large numbers of firms in the industry find it difficult to recruit qualified employees. In 2018 and 2019, 26% of solar employers reported it was "very difficult" to find qualified applicants to fill open positions.

The upside is, the job types, potential for growth, and salaries in the solar sector all support long-term retention of a newly trained workforce. In 2019, 65% of overall solar employment centered around installation, which includes PST-level positions. Median entry level wages are competitive, which will entice people to join the sector. While wage data is not available for PST, unlicensed installers make an average of $16 per hour with licensed installers (next step above technician) making around $20 per hour. This is far above Puerto Rico's median wage of $9.20 per hour for an installation, maintenance or repair helper (closest equivalent available for PST) or $11.54 for an installation, maintenance or repair worker (closest equivalent available for PV Installer). (U.S. Bureau of Labor Statistics, 2019). (Solar

Foundation, 10th Annual National Solar Jobs Census, 2019) This starting wage is far above Puerto Rico's 2018 median household income of $20,166 (~$9.70 per hour). (U.S. Census Bureau, 2019)

UNDERREPRESENTATION OF MARGINALIZED GROUPS IN THE SOLAR INDUSTRY: Women are significantly underrepresented in the solar sector. Recent data indicates that women make up 26% of the solar workforce in the United States. This is a decrease from 2016 (28%) and 2017 (26.9%). Women of color especially feel frustrated with their promotion and advancement opportunities; they feel the need to provide more evidence of their competence compared to peers and lack the right connections to people who make hiring decisions (The Solar Foundation, U.S. Solar Industry Diversity Study 2019). Though leading solar firms are increasing efforts to promote greater participation and enhance the career opportunities of women, they have yet to make major strides in this area (Solar Foundation, 10th Annual Solar Jobs Census 2019 published Feb 2020)

Within Puerto Rico, the number of women within the solar energy sector is even more miniscule. In February 2019, only 17 out of 2,225 certified Installers of PV Systems (next step above PST) were women. There was no data available on female PST. (Public Energy Policy Program of the Department of Commerce) Anecdotal information and accounts from institutions that offer courses in electricity and renewable energy and ACONER's membership confirm this lack of female representation.

Several case studies from Remote Energy show that traditional co-ed training classes result in a severe gender imbalance between male and female trainees that reinforces the gender disparity within the sector. Programs run by Solar Energy International and Arizona State University, with funding from USAID, showed that providing female-only training classes provided a more conducive environment for women to learn and become confident in their skills. Female trainees highlighted that in mixed-gender classes men tend to dominate the space, especially when it comes to practical experience opportunities. This forces women into an observer role and ultimately leaving them with less hands-on experience and underprepared to take on technical roles following training. In female-only classes, women indicated they felt more confident trying the new skills and were more motivated to learn. (Remote Energy, Finding Gender Balance in the Renewable Energy Workforce, 2020)

Mercy Corps and our partners have also deliberately selected target municipalities with high poverty rates and low per capita incomes. The vast majority of these households meet HUD's definition of a low- and moderate-income (LMI) person. Through deliberate outreach and engagement with these vulnerable communities, Mercy Corps will engage LMI individuals as trainees giving them the opportunity to enhance their earning ability. (Further details are listed under Question 3)

The program will tackle this severe imbalance in representation within Puerto Rico's solar industry through deliberate inclusion of women and marginalized populations including single parents, the Black community, immigrant community, formerly incarcerated individuals, LGBTQ+ community and people with disabilities. This includes planning a female only class and providing childcare for the onsite sessions. In addition, the design of the program with the incorporation of distance learning significantly reduces the need for physical travel to a training site. This allows trainees including women, people with disabilities or other marginalized individuals who would otherwise face transportation, cost, or time barriers, to participate. Distance learning will also allow residents of Vieques and Culebra municipalities

to join the training who would otherwise be denied access to higher education opportunities. The flexible course schedule will allow trainees to fit in the training around other obligations.

3. Provide a description of the clientele targeted to participate in the workforce training activities, to include:
   - ❖ A description of the population(s) targeted to participate in the training program. Include a list of all cities and Municipalities where trainings will be provided in.
   - ❖ A description of specific needs or circumstances of the population targeted for your training program(s), such as, if your program will engage incarcerated or formally incarcerated individuals.
   - ❖ A statement of how the program will meet a National Objective, such as, working with Low- and Moderate-Income individuals and communities (as outlined in the Policy and Procedure Compliance Section of the NOFA).
   - ❖ If applicable a description of how the program will engage minority or women businesses or individuals.

[Max of 10000 characters here]

DESCRIPTION OF THE TARGET POPULATIONS**:** Puerto Rico's Eastern and Southeastern regions are prioritized including the municipalities of Luquillo, Fajardo, Ceiba, Naguabo, Humacao, Yabucoa, Maunabo, Patillas, Arroyo, Guayama, Vieques and Culebra. Additionally, Loiza municipality is targeted because of high poverty rates and proximity to the targeted regions. The target municipalities were selected based on their high unemployment (ranges from 11.5% to 17.4%) and poverty rates (ranging from 43.3% to 58%), relative to the rest of Puerto Rico as well as the broader United States. While specific statistics are listed below, the median household incomes and per capita incomes are below the HUD-established 2019 limits for a one person household indicating a high number of low- and moderate-income persons (LMI). A significant number of households in each municipality report owning a computer and having access to broadband internet. This indicates the viability of an online course like the one proposed. Individuals from other municipalities will also be included provided they meet the program's selection criteria.

While the long-term economic impacts of COVID-19 are complicated and undetermined, short-term economic effects as a result of the containment measures put in place by the Government of Puerto Rico are being strongly felt by hourly workers, the service industry, and small and medium businesses. This loss of income and potential for permanent closure of small and medium businesses as a result of prolonged containment measures has the potential to tip thousands more below the poverty line.

Eastern Region:
Luquillo Municipality has an estimated population of 17,665 with almost 60% of the population of working age and 53.1% female. Households with a computer and broadband are high at 71.7% and 66.3% respectively. The median household income of $20,829 and per capita

income of $11,007 are below the HUD-established 2019 limits. Unemployment is estimated at 14.4% with a poverty rate of 45.1%.

Fajardo Municipality has an estimated population of 29,454 (almost 60% working age and 53.4% female). Household computers and broadband internet are common at 72% and 66.5% respectively. The median household incomes of $19,068 and per capita income of $11,663 are lower than the HUD-established 2019 limits. Estimated unemployment rate of 14.9% and poverty rate of 44.4%.

Ceiba Municipality has an estimated population of 10,904 (58% working age and 53.2% female). Household computers and broadband internet are fairly common at 66.6% and 57.9%. The median household income of $19,103 and per capita income of $13,044. Estimated unemployment rate of 13.9% and 43.3%.

Naguabo Municipality has an estimated population of 25,761 (60.6% working age; 53.3% female). Households indicating they have a computer is at 73.7% and 65.1% have broadband internet access. Overall there is a median household income of $19,356 and per capita income of $9,263. The unemployment rate is at 11.5% with a poverty rate of 49.6%.

Humacao Municipality has an estimated population of 50,653 (59.5% working age; 52.8% female). According to the 2019 Census, 66.6% have a computer and 58.1% have broadband access. The median household income is $19,880 and the per capita income of $12,093. Unemployment rate of 11.9% and poverty rate of 44.5%.

Yabucoa Municipality has an estimated population of 32,282 (60.7% working age; 51.7% female). 57.3% households own a computer and 49.6% have broadband access. The median household income is $16,013 and the per capita income is $9,148. The Municipality has an unemployment rate of 14.4% and a poverty rate of 53.5%.

Southeastern Region:
Maunabo Municipality has an estimated population of 10,321 (59.1% working age and 50.7% female). 59.5% of households report having a computer and 48% have broadband. The median household income is $19,788 and the per capita income stands at $9,471. Unemployment is reported to be 14.4% and 48.7% are under the poverty line.

Patillas Municipality has an estimated population of 16,211 (59.8% working age and 51.2% female). Households with a computer stands at 56.2% and 49.7% report access to broadband. The median household income at $15,761 and per capita income at $9,223. Unemployment is reported at 17.4% (highest in Puerto Rico) with a poverty rate at 53.3%.

Arroyo Municipality has a population of 17,238 (59.3% working age and 53.9% female). Households with a computer at 49.1% and broadband at 60.2%. Median household income at

$16,976 and per capita income at $7,979. The unemployment rate is reported to be 14.2% and the poverty rate is the highest in Puerto Rico at 58%.

Guayama has a population of 39,465 (62.3% working age and 50.2% female). Households with a computer at 50% and broadband at 54.3%. Median household income at $16,374 and per capita income at $9,806. Unemployment at 13.4% and poverty rate at 51.8%.

In addition to the Eastern and Southeastern Regions, Mercy Corps will target the municipality islands of Vieques and Culebra which are alienated from the rest of Puerto Rico and lack basic access to higher education. The islands have a relatively small population at 8,386 for Vieques and 1,714 for Culebra. Residents of both islands have access to a household computer (55.9% Vieques and 71.8% Culebra) and broadband internet (51.7% and 61.7%. While both Culebra and Vieques have relatively lower Unemployment Rates at 3.3% and 10.8% respectively, their poverty rates at 41.9% and 41.3% respectively are comparable to Municipalities in the Eastern and Southeastern Regions. The median household income of $15,539 for Vieques and $23,802 for Culebra mean that many households on both islands fall under the HUD-established 2019 income limits for a one person household. The per capita income of $11,156 in Vieques and $11,830 in Culebra is similar to the other targeted Municipalities. The islands lack of access to higher education further marginalizes their population. The online nature of the PV Installation job training course is a unique opportunity to engage the residents of these islands.

The municipality of Loiza has an estimated population of 24,553 (61% working age and 53.6%) with a significant percentage identifying as Black or African American (38.1%). There are high rates of computer ownership and broadband access at 68.7% and 67.7% respectively. The median household income of $17,402 and per capita income of $8,809 are far below the HUD-established 2019 income limits. An estimated 50.8% of the municipality lives in poverty though unemployment is estimated at only 8.3%.

NEEDS AND CIRCUMSTANCES OF THE TARGET POPULATION: Mercy Corps specializes in reaching marginalized populations and providing access to opportunities for groups who are traditionally excluded from resource chains and skill-building interventions. Through the PV Systems Technician Certification Program, Mercy Corps will partner with local non-profit organizations that work with vulnerable populations to recruit trainees. Through its Resilience Hubs, Mercy Corps has established partnerships with multiple CBOs throughout east and southeastern Puerto Rico, including on the islands of Vieques and Culebra. However, Mercy Corps will prioritize identifying and partnering with other actors in the target municipalities that work with women and marginalized populations including single parents, the Black community, immigrant community, formerly incarcerated individuals, LGBTQ+ community and people with disabilities.

Additional potential indicators of vulnerability for inclusion as part of program selection criteria include: single parents, expectant mothers, or family caretakers; unemployed individuals;

incomplete college or university degrees; among others. Mercy Corps will also identify prospective participants with demonstrated interest in community engagement (through the Resilience Hubs), as well as electrical or pre-engineering students. Mercy Corps will use a weighted matrix that assesses applicants socio-economic profile, Municipality Unemployment Index, vulnerability criteria, and technology access to prioritize the list for selection.

The flexible design of the program will allow individuals with competing responsibilities to participate and take advantage of the professional advancement opportunity. Those who wish to compress the timeline to graduate and enter the workforce more quickly will be able to accelerate their learning. This control over the pace and ability to fit the training around their lives is critically important in engaging and retaining women and low- and moderate-income (LMI) trainees, as they have a number of outside obligations that could otherwise derail their education. The majority-online training program will allow the trainees selected from the targeted municipalities to participate in the training with minimal need for travel.

NATIONAL OBJECTIVES ADDRESSED: The program will address at least two of HUD's National Objectives. To address the first, "Benefit to low- and moderate-income persons (LMI)" (24 C.F.R. § 570.483(b)), the program specifically targets areas with majority LMI households and will draw trainees from LMI households. The median household incomes for each municipality in the target area suggests that the vast majority of households will fall under the HUD-established 2019 limit of $28,850 for a one-person household.

The program also addresses another of HUD's National Objectives: "Urgent Need (UN activities" (24 C.F.R. § 570.483(d)), which determines that an Urgent Need exists where a disaster has been presidentially declared within a jurisdiction. In March 2020, the United States issued a Major Disaster Declaration in Puerto Rico as a result of the COVID-19 pandemic. This is the second Major Disaster Declaration in the first few months of this year, as another Major Disaster Declaration was signed in January 2020 amidst the thousands of earthquakes and aftershocks that rocked southern municipalities of the island. Most municipalities are also still recovering from the island-wide devastation of Hurricane Maria, yet another Major Disaster as declared by the U.S. government in September 2017. The job training provided under the program will specifically target individuals from communities that have been disproportionately impacted by these multiple disasters.

In addition, increasing the number of trained people within the solar workforce in Puerto Rico will not only address an Urgent Need, but directly contribute to the island's long-term resilience. Time and time again, lack of electricity in the wake of shocks and stresses is identified as one of the most devastating challenges facing households and communities. Puerto Rico's electrical grid is notoriously fragile and the move to renewable, reliable energy is arguably the most critical contributor to disaster recovery and resilience.

ENGAGEMENT OF WOMEN AND MARGINALIZED POPULATIONS: The PST Certification Program has been designed to thoughtfully target and support the continued engagement and success of women and marginalized populations including single parents, the Black community, immigrant community, formerly incarcerated individuals, LGBTQ+ community and people with disabilities. An all female PST Certification class will create an environment where women feel comfortable trying new skills and asking questions. In mixed gender training classes there is a tendency for men to dominate the practice opportunities and questions,

leaving women without the necessary practice and unsure of their skills. (Remote Energy, Finding Gender Balance in the Renewable Energy Workforce, 2020) Access to childcare during course hours will reduce the barriers for single parents or caretakers.

Through our Resilience Hubs and additional community partnerships, Mercy Corps will reach out and engage marginalized populations including single parents, the Black community, immigrant community, formerly incarcerated individuals, LGBTQ+ community and people with disabilities. To support their completion and success in the PST Certification Program, Mercy Corps and UPR-C have included multiple support activities designed to overcome potential barriers. For example, transportation and accommodation for participants with disabilities or who have other needs that would require them to stay at the campus. Access to computers and internet through Mercy Corps' Resilience Hubs for those without access in their homes. In addition, UPR-C will work with potential trainees to assess and provide intensive preparatory classes for skills gaps that would otherwise prevent their participation.

4. Indicate how many trained beneficiaries are expected to complete the program(s) annually.
   - ❖ If job training is currently being provided, indicate the number currently served and the number by which the program will expand.
   - ❖ [Max of 10000 characters here]

CURRENT SOLAR INDUSTRY JOB TRAINING: This program builds on an existing program implemented by ACONER which provided solar training to 13 women in 2019 and 25 women in 2020. This program will scale these efforts to match industry demands.

YEARLY TRAINEE TARGETS: The Certification Program has been designed to train over 1,000 qualified Photovoltaic Systems Technicians in Puerto Rico (Year 1- 40, Year 2- 200, Year 3- 300, Year 4- 300, and Year 5 160). Our goal is to train, graduate, and successfully place 100% of the trainees in the job market. However based on UPR-C's experience, trainees face numerous home, work, and other life challenges that could result in their leaving the program. To minimize this UPR-C has planned procedures to monitor, mentor, and help trainees continue the program. The program forecasts a 70% completion rate for a total of 700 graduates from the program. This number of newly qualified employees in the solar workforce represents a 35% increase compared to the current workforce that has taken decades to develop on the island.

In addition, the program will develop over 100 solar energy instructors to meet the needs of the program (ration of one instructor per 10 trainees). This scale up of instructors will allow the program to meet the goal of 1,000 trainees over the life of the grant.

YEAR ONE: During the first year, emphasis will be placed on developing and refining the training program prior to beginning the first training session. The first six months will focus on administration, contracts, personnel actions, final program development, recruiting, creation of digital content, pre-training preparatory course provision, and training-the-trainer activities. The remaining six months in Year One will include the first class with 20 trainees, followed by a second class of 20 trainees.

YEAR TWO: The second year will focus on scaling up the Certification Program capacity to host 200 trainees. The trainees from Year One will graduate and Mercy Corps will coordinate job placement.

YEAR THREE: Full capacity of 300 trainees is anticipated in Year Three

YEAR FOUR: 300 trainees are anticipated in Year 4.

YEAR FIVE: Year Five will include a continuation of training at a reduced number (160 trainees) and closeout preparation for the grant. This includes transitioning the program to be sustainably run under UPR-C. The final trainees supported under the grant are expected to graduate in the last six months of year five.

TIMELINE

5. Provide a timeline of proposed activities, including:
   - ❖ A timeline for program development and implementation (if applicable);
   - ❖ Anticipated date students will enroll in expanded or new programming;
   - ❖ Anticipated date for full capacity (be sure to indicate the number of students to be served at full capacity); and
   - ❖ Anticipated length of training program(s)

[Max of 10000 characters here]

TIMELINE: Immediately upon award, the partners, led by Mercy Corps, will engage in critical start-up activities and finalization of the PST Certification curriculum. Adjustments will occur alongside implementation in the second year while full-capacity implementation is expected in the third and fourth years of the program. The fifth and final year will see reduced-capacity implementation alongside close-out and reporting activities, and transition to long-term operation of the certification program under UPR-C.

YEAR ONE (FIRST TRAINEES ENROLLED APRIL 2021): The first six months will be used to organize administration efforts, contracts and subcontract awards, assign and hire personnel, recruit trainees, create and adapt digital course content and online delivery, establish hands-on practice labs, and begin a train-the-trainer program.

UPR-C will lead the adaptation of the Certification program curriculum during this first semester.

Second semester of the first year the first class of 20 trainees will begin the training. The start date of the first class will be aligned with the University academic calendar. At this time, the projected start date is in April 2021. The University offers a four-month academic calendar composed of three consecutive periods of 12 weeks. It is the only unit of the University of

Puerto Rico system with such an academic offering, which enables the trainees to advance efficiently through their program for entry into the labor market. This system matches perfectly with the intent of the training program proposed. All training sessions are expected to align with the UPR-C academic calendar.

YEAR TWO: Partial implementation will continue at an accelerated pace in the second year with new cohorts enrolling each academic quarter after the first class.

YEAR THREE (ANTICIPATED DATE FOR FULL CAPACITY) AND YEAR FOUR: The goal is to fully implement the certification program in the third year (2023). The full capacity is expected to be 300 trainees. We will remain at full capacity in 2024.

YEAR FIVE: Certification training funded directly by the grant will start ramping down in 2025. Approximately 160 trainees will start the training during the first semester. In addition, preparations for conclusion of the program under the grant will start. The second semester of 2025 will be dedicated to closing the grant and transitioning the program to sustainment operations beyond 2025. We expect to continue training in this period, but these trainees will not be counted for reporting purposes.

ANTICIPATED LENGTH OF THE CERTIFICATION PROGRAM: The certification program is anticipated to be 152 hours over approximately 30 weeks (three Academic Quarters, including OJT). Flexibility is built into the program through multiple weekly online class sessions, weekend laboratory sessions, and periods for OJT. The goal is to develop a schedule that provides trainees with the time for paid work or to attend to other responsibilities while participating in the Certification Program

OUTCOMES

6. List expected outcomes for participants that will successfully enroll in and complete the workforce training program, and/or obtain quality employment following such program.
   - ❖ Describe the tools and processes that will be used to track student progress and indicate the frequency of the evaluation.
   - ❖ List and describe any certifications, accreditations, or other credentials that program participants will receive upon successful completion of the training.

[Max of 10000 characters here]

TOOLS AND PROCESS TO TRACK STUDENT PROGRESS: The PST Certification will use interactive exercises and quizzes throughout the curriculum. All lessons have exams which must be passed to continue with the Certification Program. In addition, attendance of practice lab activities and the on-the-job training are included in the grading and final certification. ACONER and UPR-C will establish specific criteria upon proposal approval.

CERTIFICATIONS, ACCREDITATIONS, AND OTHER CREDENTIALS: Trainees will leave

the program with a Certificate of Program Completion from the University of Puerto Rico-Division of Continued Education and Professional Studies (DECEP). Trainees will be prepared to take the exam towards the Photovoltaic Associate Credential by the North American Board to Certified Energy Practitioners which recognizes individuals who have demonstrated knowledge of the fundamental principles of the application, design, installation and operation of Photovoltaic systems. This certification is the most widely-recognized in the solar industry which enhances employment opportunities. As the market grows for Photovoltaic technologies, individuals with a NABCEP Associate Credential will be in high demand.

UPR-C is accredited by the Middle States Commission of Higher Education. The University will evaluate appropriate accreditation efforts of the proposed certification program.

OVERALL GOAL AND MEASUREMENT OF THE PROGRAM: The overall goal of the Certificate Program is to “Promote sustainable economic development and inclusive expansion of the labor force in the renewable energy sector, contributing to Puerto Rico recovery and guaranteeing that vulnerable groups affected by Hurricane Maria have access to capacity building and professional opportunities in the solar energy sector.” The combination of education, on-the-job training, and mentorship provided through the proposed program addresses the needs of the targeted participants and provides them with the skills and networks required to secure sustainable employment within the sector. Specifically, the partnership with ACONER—given their long history of building capacity in the solar sector—creates a strong connection to renewable energy employers in Puerto Rico.

The accomplishment of this overall goal is envisioned through four interconnected outcomes that address access to educational materials, knowledge of opportunities, professional certification, and job placement support which are barriers in the current solar energy sector:
-Outcome 1: A sustainable professional certificate program is developed that facilitates trainees’ access to legitimate employment opportunities in the solar energy sector in Puerto Rico.
This Objective focuses on the preparatory and sustainability activities needed to develop and sustain the PST certification program. These two items need to run hand-in-hand at the start of the program to ensure that sustainability is integrated from the start. The required solar workforce scale-up to meet the needs of this rapidly growing sector will require a program that continues after the life of the CDBG funding. Key outputs under this objective include: 1.1 Curriculum designed and finalized for the PST certification program; 1.2 Personnel are trained and prepared to deliver course curriculum for the PST certification program; 1.3 Practical (training) labs for solar system installations are established; 1.4 Participants in need of additional support complete intensive preparatory courses prior to the launch of the PST certification program; 1.5 20-year sustainability plan is developed for the long-term operation of the PST certification program.

- Outcome 2: At least 700 representatives of vulnerable and/or underrepresented groups affected by Hurricane Maria acquire the technical skills and experience necessary to obtain legitimate, sustainable employment in the solar industry in Puerto Rico.
The certification program will include a number of activities aimed at attracting and retaining trainees from marginalized groups. This includes coordinating childcare, transportation and accommodation, and offering a course available exclusively for women. The key output is Output 2.1: At least 700 participants (at least 175 of whom are women) complete the PST

certification program.

- Outcome 3: Increased awareness and understanding among vulnerable and/or underrepresented groups (as well as the broader population) around renewable energy in Puerto Rico and professional opportunities available in the sector.
Given the newness of the solar industry and the PST certification in particular, general awareness raising on the professional opportunities is needed. Targeted outreach through Mercy Corps' partnerships under our Resilience Hubs, plus additional community-based organizations focused on marginalized groups, will focus on recruiting training participants. Key outputs under this objective are: Output 3.1 250,000 people (at least 62,500 of whom are women) are reached via a promotional campaign with information about the solar energy sector in Puerto Rico and the educational program of PST as a professional development option; Output 3.2. 5,00 residents of vulnerable communities participate in direct orientation around the PST program.

- Outcome 4: At least XXX trainees have secured employment opportunities in the solar sector in Puerto Rico.
Given the small solar sector and reliance on connections to obtain employment, Mercy Corps will create a job placement program to assist trainees who complete the PST certification course in obtaining their first job. Key outputs are; Output 4.1: Job placement program component design complete; Output 4.2 30% of trainees receive complementary support with completing the program.

To track the completion against indicators for each related outcome, Mercy Corps will conduct baseline assessments with trainees prior to their participation in the Certification Program. Mercy Corps' baseline will capture performance indicator values that will help to measure our progress toward program outputs, as well as evaluate longer-term outcomes and the sustainable impact of our interventions. The Performance Monitoring Plan (PMP) will also include learning questions that will guide implementation and encourage adaptive management throughout the life of the program. Upon graduation, participants will complete an endline assessment that will help to capture trainee feedback to be incorporated in future phases, as well as evaluate the overall performance of the project. In the case of early phase participants, follow-on assessments will also provide information on securing employment and job retention.

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1. Identify all program staff who will be part of administering the proposed Workforce Training program. Include;
   - ❖ General Duties
   - ❖ Position title
   - ❖ Individual's Name
   - ❖ Resume and any Certifications held

In the table below please identify all program staff responsible for administering the proposed program.

Note: Resumes for the Executive Manager and Financial Oversight are mandatory for the application. You may upload resumes for other positions but it is not required.

General Duties	Position Title	First Name	Both Last Names	Resume	Certification
				Upload	Upload
				Upload	Upload

2a. .If needed, identify if the applicant organization will have any staffing needs to administer the proposed program. If so, outline the plan to hire needed staff to implement the job training program(s), or identify any work that will be contracted to another service provider. [Max of 10000 characters here]

2b. If needed, provide the names and descriptions of partner agencies or organizations involved in the program and the nature of the partnership. Make sure to include whether the partner entity is a part of state, local, or municipal government, a business, a non-profit, a school, etc. [Max of 10000 characters here]

ACONER (Asociación de Consultores y Contratistas de Energía Renovable de Puerto Rico or Association of Renewable Energy Contractors and Consultants of Puerto Rico) is a non-profit trade association founded in 2007 that promotes and advocates for the advancement of the emerging renewable energy industry in Puerto Rico. ACONER gathers companies, individuals, and entrepreneurs that manufacture, distribute, sell, design, install, service and maintain photovoltaic systems at the residential, commercial, industrial and utility-scale, as well as energy efficiency consultants. Since its inception, ACONER has focused on offering educational opportunities for its members and industry, under the belief that an educated industry is a stronger and more prosperous one. ACONER offers Continued Education courses to incumbent workers in the solar industry, including courses approved for contact hours by the Colegio de Ingenieros de Puerto Rico (CIAPR), Colegio de Peritos Electricistas de Puerto Rico (CPEPR), and Programa de Política Pública Energética (PPPE) under the Department of Economic Development and Commerce (DDEC). ACONER offers a discounted membership for students so that they may enjoy the many benefits of close involvement with the solar industry before they join the industry as regular members. Also, ACONER has partnered with community organizations and education providers to deliver women-focused training and increase women participation in all aspects of the solar industry.

The University of Puerto Rico at Carolina (UPR-C) is a public institution of higher education and is part of the University of Puerto Rico (UPR) System. UPR-C began its work in 1974, under the Administration of Regional Colleges, through Certification no. 71 (1973-74) of the Higher Education Council. It is Accredited by the Middle States Commission on Higher Education. The University became an institutional unit of the University of Puerto Rico in

1999. UPR-C is located in a highly developed area in the Municipality of Carolina and serves the educational and professional needs of the northeast region of Puerto Rico, including the municipalities of Carolina, Trujillo Alto, Canóvanas, Río Grande, Loíza, Fajardo, Vieques, and Culebra. Currently, the UPR-C has a faculty of 225 professors and around 245 employees in the administrative area. The Institution has experienced a great increase in demand for its programs. This rapid growth in enrollment demonstrates the community's recognition of the academic excellence and service that UPR-C offers in Carolina, attracting students not only from the Northeast area, but from the entire Island, for its unique and innovative programs and for its academic calendar.

UPR-C's mission is to attend to the educational needs of the northeast region of the Island through high school programs, articulated transfers and associated degrees. It is the only unit of the UPR System with a four-month calendar in its academic offerings, which enables students to advance the achievement of their study goals and their entry into the labor market. Within UPR-C, the Continuing Education and Professional Studies Division (DECEP) will be the primary organization to conduct the PV Systems Technician training program. DECEP has a history of offering a world of opportunities to grow professionally, acquire new skills in technical areas and strengthen personal development. The DECEP' academic and professional certification programs; the short courses, seminars and workshops are aimed at all members of the Puerto Rican community, especially residents of the northeast region of our island. In addition, special programs address the particular training and retraining needs of public agencies and private entities. Within the DECEP, the Extended University is an educational and fiscal tool to support the Academic Departments by offering courses and services during extended hours, at night and on Saturdays. It is aimed at the needs of the non-traditional student who, for work, personal or other reasons, cannot benefit from the traditional academic offer. DECEP also provides professional certificates, and non-credit certificates structured in hours of continuing education to keep the professional updated in their discipline and in compliance with licensing requirements by regulations, Boards of Examiners, Associations or agencies.
UPR-C has a long history and experience conducting workforce training across various industries. Examples include:

Job Training in the Sugar Industry: The Continuing Education and Professional Studies Division (DECEP) and the Department of Engineering Technology of the University of Puerto Rico at Carolina (UPR-C) conducted a job training program in the sugar industry from 26 January to 28 June 2019. The program's objective was to train the 12-member workforce of Sugar Packer Inc, Cataño, Puerto Rico. The program consisted of training workshops in the areas of instrumentation, and automation of processes to enhance production. The workshops comprised of academics at the University and on-the-job training at the packaging company. The total training consisted of 96 hours

Job Training in the Automotive Industry: UPR-C's Department of Automotive Technology and the Ford Motor Company have partnered to train auto workers for over 20 years (1999 to Present). The UPR-C faculty and Ford instructors collaborate to provide 40-hour training workshops every 2 months. These training workshops take place at UPR-C Mechanic

Workshops. Ford's automotive technicians from Puerto Rico, Central America and the Virgin Islands as well as UPR-C students from the Automotive Technology Program participate in the job training workshops. In similar fashion, UPR-C has partnership agreements with American Honda and Bella International to conduct job training for their automotive technicians since 2009.

Job Training in the Hospitality Industry: UPR-C conducted job training to the staff of the Vieques Martineau Bay Resort in 2003. The University developed and delivered hospitality training workshops in areas such as conversational English, customer service, and food handling. These workshops helped train the new employees required to open the Resort.

Job Training Certifications: The Continuing Education and Professional Studies Division (DECEP), UPR-C, provided professional certification services for courses, training programs and professional development to the Weil Group in 2008. These certification services assisted the design and revision of curricula, development of training programs and professional development at the Ramos and Morales Academy, Ponce, Puerto Rico. In turn, the Academy used the program to train officers from the Puerto Rico's Department of Correction and Rehabilitation.

OTHER PROGRAM FINANCING

1. Identify all other sources of funding which will be used in completing the proposed project. Indicate the amount requested from each source and whether the funding is secured or pending. [Max of 10000 characters here]

FUTURE OPERATING BUDGET / SUSTAINABILITY

1. Provide a copy of a projected five (5) year operating budget, as well as description of anticipated annual revenue sources and amounts, including but not limited to earned income, tuition fees, donations, and grants.
   - ❖ If necessary, you can upload documentation or examples in Excel or PDF in the required documents section.

[Max of 10000 characters here]

UPR-C will collect $35 per student that will go towards program sustainability and student ownership.

BONUS CRITERIA

1. If you work with or employ Section 3 residents and/or businesses, please provide an explanation of how you engage with them and how you will engage with them in this proposed program.[Max of 10000 characters here]

Appendix 48

Law of the University of Puerto Rico
Law Num. 1 of January 20, 1966, according to the amendment

Art 1. Purpose Declaration of the Law

This law has as its purpose to reorganize the University of Puerto Rico, reaffirm and strengthen its autonomy and facilitate its continuous growth. The University of Puerto Rico will continue to be a public corporation.

Art 2. Objectives of the University of Puerto Rico. (18 L.P.R.A. § 601)

(a) The University, as an organ of higher education, because of its obligation to the Puerto Rican community, and because of its due fidelity to the ideals of a integrally democratic society, has as its essential mission to reach the following objectives, with which it is consubstantially the most ample liberty of chair and of scientific research:
(1) Transmit and increment knowledge through sciences and arts, putting it to the service of the community through the action of the professors, researchers, students and graduates.
(2) Contribute to the cultivation and enjoyment of the ethic and aesthetic values of the culture.
(b) In the loyal fulfillment of its mission, the University should:
(1) Cultivate the love of knowledge as a means to liberation throughout the search and discussion of the truth, in a respectful attitude towards the creating dialogue.
(2) Conserve, enrich, and diffuse the cultural values of the Puerto Rican community and enforce its unity's conscience in the common enterprise of democratically solving its problems.
(3) Procure the student's full development, in sight of his/her responsibility as server to the community.
(4) Develop the latent intellectual and spiritual enrichment of our society fully, with the purpose that the intellectual and spiritual values of exceptional personalities that surge from all its social sectors, especially from those less favored in terms of economical resources, will be put to the service of the Puerto Rican community.
(5) Collaborate with other organisms, within the spheres of action that form part of it, in the study of the problems of Puerto Rico.
(6) Keep in mind that because of its University nature and because of its identification with Puerto Rican life ideals, she is essentially related to the values and interests of all democratic society. [1]

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[1] Notice: The Executive Secretary's Office of the Board of Directors prepared the following version of the organic law of the University of Puerto Rico of 1966 and used the official original texts of the 1966 Law and of the laws that emended it. We incorporate in this version all the amendments done to the Law in order to facilitate its consultation. For legal purposes refer to Title 18 of the Annotated Laws of Puerto Rico (L.P.R.A.) or to the official original texts of such laws.

[2]
The amendments to the Law of the University of Puerto Rico of 1966 are indicated at the end of each article that was subject to an amendment.

Art.3. Board of Directors of the University of Puerto Rico. (18 L.P.R.A. § 602)
(a) The University of Puerto Rico will be administered and governed by a Board of Directors which will be denominated as "Board of Directors of the University of Puerto Rico".
(b) Composition of the Board of Directors of the University of Puerto Rico.
(1) The Board of Directors of the University of Puerto Rico will be composed of (13) members , that will include (1) one regular student from 2nd year on, two (2) professors that have permanent titles in the university system , and ten (10) members of society of which at least one (1) must be a graduate from the University of Puerto Rico. These last will be chosen by the Governor with the council and consent of the Senate of Puerto Rico.
All the members of the Board of Directors will develop their positions until their successors are named and take possession and will be older than eighteen years (18), American citizens, residents of Puerto Rico and will follow Law Num. 12 of July 24, 1985, as it was emended, known as Ethical Government Law of the Free Associated State of Puerto Rico [3 L.P.R.A. § 1801 y ss.] To the effect of creating the positions that correspond to the Board of Directors and without seeing it as a limitation to the inherent faculties of the position, the Governor will designate a committee to identify, evaluate and recommend candidates for the Board of Directors of the University of Puerto Rico.

The student and professors that will act as members of The Board of Directors will be chosen by them and among them, respectively through secret vote by the students and professors that serve as student and non-educational personnel representatives of the University Board. The non-educational personnel representative cannot be from the same institutional unity. The Secretary of the University Board will conduct the election in accordance to the university uses and customs and will certificate those elected to The Board of Directors. By assuming its functions in The Board of Directors, they will cease to act as representatives in the university Board and their positions will be taken over by the corresponding institutional unity as arranged by the law or regulation.

(2) The educational personnel representatives and the student body rightfully certificated by the University Junta Secretary will serve in The Board of Directors for one (1) year. The members that represent the different sectors of the academic community will serve one term and will cease as members of The Board of Directors if they "desiglan" of the institution during such period. The ten (10) members assigned by the Governor will serve for a term of six (6) years, except the first members of the Board who will serve their positions in accordance to the following distribution: five(5) for eight (8) years; three (3) for six (6) years, and two (2) for four (4) years. None of these members will be able to be chosen for more two (2) consecutive terms. The members of The Board of Directors will only be able to be dismissed after previous determination of just cause charge

formulation.
(3) No member of the Legislative Assembly of Puerto Rico or any person that occupies a position or job in the government of Puerto Rico or any instrumentality or public corporation other than the University of Puerto Rico, might be named member of the Board by the Governor. A functionary from a private institution of higher education will not be named as well.
(4) Once constituted, the Board will be summoned by the Secretary of Education for its inauguration meeting, and in it a president and other officials will be chosen that are considered necessary in order to carry out its mission. The Board of Directors will make permanent by the means of a regulation the terms of these officials.
(5) All openings in The Board of Directors will be covered in the same established manner in the clause (1) of this interjection and will only be extended for the rest of the term that was assigned to his/her successor.
(c) Quorum, sessions, and diets.
(1) The Board's quorum will be of seven (7) members. The Board will meet in ordinary sessions in accordance with the annual calendar that will approve and publish opportunely. It will be able to celebrate extraordinary meetings or committee meetings, previous call by its president, *motu proprio* or by petition by 7 (7) of its members. The agreements and resolutions of the Board will be taken by majority of quorum of the present members, but no agreement or resolution will be adopted without the affirmative vote of no less than seven (7) of its members.
(2) All Board members will receive equivalent diets to the minimum diet established in the Political Code for members of the Legislative Assembly for assistance to session or meetings of commission, per each session, extraordinary or committee meeting or other organism or realization of amendment authorized by the President of the Board they attend, except the President of the Board, who will receive a diet equivalent to the one hundred thirty three percent (133%) of the diet that the other Board members receive.
(d) Board Faculties
(1) The Board will formulate the directives that will manage the orientation and development of the University, it will examine and approve the general functioning rules proposed by the legislating and administrative organisms of the Board, in accordance to the present law, and will supervise the general pace of the institution.
(e) Duties and non-transferable attributions of the Board

(1) Approve the integral development plan of the University and revise it annually.
(2) Authorize the creation, modification and reorganization of premises, centers and other institutional unities; of colleagues. Schools, faculties, departments and dependencies of the University, but it will not be able to abolish the autonomous institutional unities that by this law are created, nor the Regional existing Colleges, without previous authorization by law.
(3) Arrange the creation and elimination of auxiliary functionary positions of the President of the University.
(4) Authorize the creation and elimination of deanship position that do not preside faculties.
(5) Approve or amend the University's general regulation, the students' general regulation, the students' Regulation for every campus, The Retirement System

Regulation, and any other regulation of general application, subject to the dispositions of Law Num. 170 of August 12, 1988, according to its amendment, known as “Uniform Administrative Procedure” [3 L.P.R.A. § 2101 y ss.].
(6) Resolve the appeals that interposed against the President’s decision, against the University Board and against the Appeals Board of the technical administrative personnel in the university’s system.
(7) Designate with the advice of the Academic Senate and equivalent organisms of the respective unities, the President of the University; the chancellor pertinent to the Rio Piedras campus, Mayaguez campus, Medical Sciences campus, the Administration of Regional Colleges, the University Colleges of Cayey and Humacao, and any other autonomous unity created inside of the university system and that by its condition the Board of Directors decides that it should be directed by a Chancellor. Such officials will occupy their positions by the will of the Board. The Board of Directors will have to evaluate the work of each one of the officials mentioned before in each term no less than three (3) years, nor more than five (5) years of their responsibility. The referred evaluation will be written, discussed with each responsible one and will form part of the corresponding file belonging to the Board of Directors.
(8) Approve the Finance Director’s appointments and those of other auxiliary officials of the President of the University that require approval.
(9) Consider and approve the budget project of the university’s system that the president submits annually, approve and maintain a uniform system of audit and accounting for the use of University’s funds in accordance to the law and regulations. When at the termination of an economic year the budget pertinent to the corresponding university has not been approved in the following year in the manner arranged by this law, the budget that would prevail would be one that was in effect during the past year.
(10) Give an annual report on its procedures and of the state and finance of the University to the Governor and to the Legislative Assembly.
(11) Adopt norms towards the rights and duties of the university personnel, and establish salaries and emoluments to the officials of the University chosen by the Board itself.
(12) Create and grant academic distinctions by their own initiative or to proposals by Academic Senates.
(13) Establish the procedure for the temporary substitution of university officials.
(14) Adopt a internal regulation.
(15) Maintain a medical insurance plan and a pensions system for all of the university’s personnel, which ill include a loan plan.
(16) Organize its office, name its personnel, and hire the experts’, consultants’, and technicians’ necessary services to enforce the faculties that are signaled by this law and do the necessary homework for such goals. The current Council’s personnel, except those forming part the Office of License and Orientation, will be transferred to the new Board of Directors and will conserve all the rights, privileges and acquired obligations.
(17) Establish general norms for the granting of scholarships and any other economical help in the public university system.
(18) Elaborate and remit the Legislative Assembly, within a term no longer than eighteen (18) months from the Board’s Constitution, a revision project of the University’s Law, and that in the elaboration of such revision, mechanisms that guarantee full participation of all the university sectors will be provided. The autonomy of the units of the university

and the respect for academic liberty should be essential in any revision proposal. The proposed plan should provide for the system decentralization and stimulate, at the same time, our commitments with scientific research, technology development and the modernization of university processes.
(19) Authorize the creation of subsidiary or affiliated corporations to offer services for the university's community and to the Puerto Rican people, including, but not limiting itself to, establishing a non-profit corporation to operate a hospital belonging to the University of Puerto Rico assigned to the Medical Sciences Campus, that will be the principal institution of medical education of the University.
(f) Use of the Council of Superior Education's regulation and certifications.
(1) All of the regulation, as well as all approved certifications by the Council of Superior Education related to the University of Puerto Rico that were in use at the moment in which the law was approved, will continue in use until the Board of Directors that is created here, modifies or revokes them. The labor agreements will continue to be unaltered until the parties agree on the contrary.
(g) Corporate Faculties of the University
(1) The University of Puerto Rico will have all the attributions, prerogatives, responsibilities and proper functions of a corporate entity in charge of public higher education, which will be enforced by the Board of Directors. It will have the authority to sew and be sewed, acquire and possess mobile or immobile goods, and mortgage, sell or in which ever way, alienate such mentioned; contract debts; hold contracts; invest their funds in a compatible manner with the goals and missions of this law; adopt and use an official seal; accept and administer donations, inheritances, and legacies. It will have the custody, the governing, and the administration of all its earnings of all kinds and all its funds.
(Amended by Law Nums. 27 of July 11, 1978; 16 of June 16, 1993; 17 of June 16, 1993; 54 of August, 1994; 112 of September 4, 1997; 200 of December 26, 1997)

Art 4. University of Puerto Rico Organization. (18 L.P.R.A. § 603)
(a) The University of Puerto Rico will constitute an organic system of higher education, composed by the following institutional units and that in the future will be created, which will function with academic and administrative autonomy within the norms that this law establishes and those that will be set in the University regulation or resolutions of the Board of Directors, created through the Num. 17 Law of June 16, 1993 [19 L.P.R.A. § 602]:
(1) The University of Puerto Rico, Rio Piedras Campus, that will be integrated by all schools, colleges, faculties, departments, institutions, research centers and other dependencies that in the present compose the Rio Piedras Campus of the University of Puerto Rico;
(2) The Mayaguez Campus of the University of Puerto Rico that will be integrated by all schools, colleges, faculties, departments, institutions, research centers and other dependants that in the present function in the Agriculture College and Mechanical Arts of the University of Puerto Rico. The Experimental Agricultural Station and the Agricultural Extension Service continue to be integrated to this Campus in the administrative and programmatical sense and its qualified personnel will be incorporated into the cloister of conformity with what the Council accounts for, the purpose being that

the Campus, as beneficiary of the United States Congress Law, approved the 30th of August, 1890, as amended and known as "Second Law Morrill", and of all the Congress laws that complement it, it will foment and develop a university agricultural system that integrates teaching, experimentation and dissemination.;
(3) The Medical Sciences Campus which will be integrated by the Medicine School and Tropical Medicine, The Dentistry School, and the rest of the schools, services, institutions and teaching and research programs in the arts and sciences of health, that in the present compose the San Juan Campus of the University of Puerto Rico; and
(4) The Colleges under the Administration of Regional Colleges, to which the Board of Directors grants autonomy to regulate their affairs.
(Amended by the Law Num. 186 of the 7th of August, 1998.)

Art. 5. Of the President of The University of Puerto Rico (18 L.P.R.A. § 604)
(a) The Board of Directors of the University of Puerto Rico will nominate the President of the University. The Board of Directors will establish a consultation system for appointing the President.
(b) The President will be the University System director. In such capacity, he/she will act in the name of the Board of Directors, and with the collaboration of the University Board he/she will coordinate and supervise the university tasks. He/she will also have to harmonize the initiatives of those organisms and officials, and take his/her own initiatives to promote the University's development.
(c) In the completion of the functions above mentioned, the President will have the following duties and attributions:
(1) Fulfill the objectives, norms, regulations and budget and development plans of the University.
(2) Officially represent the University.
(3) Preside over the University Board.
(4) Formulate, with the advising of the University Board, and submit to the consideration of the Board of Directors, the Integral Development Plan of the University and its annual revisions, based on the projects and recommendations originated in the campuses, university colleges and other autonomous institutional units.
(5) Submit to the Board of Directors the general application regulations and all those University Board agreements that require his/her approval.
(6) Formulate the integrated budget project to the entire university System, based on the budget projects submitted by the respective chancellors, once approved by the campuses' and university colleges' Administrative Board, and submit it with the advise of the University Board for the consideration and approval of the Board of Directors.
(7) Submit to the Board of Directors, for its consideration, the appointing of the chancellors of the autonomous institutional unities, of the Finance Director and of those other officials that require the confirmation of that one. [*sic*].
(8) Name or hire the technical and administrative personnel of his/her office and the university dependencies personnel that are not under the administrative jurisdiction of any campus or college. In relation to these nominations and the hiring of personnel, the President will have the authority granted to the University's Chancellor by virtue of the Law Num. 100 of June 27, 1956.
(9) Solve the appeals that interposed against the chancellors' decisions.

(10) Establish and maintain relationships with universities and cultural centers of Puerto Rico and outside countries.
(11) Render an annual report to the Board of Directors about all the aspects of university life.
(d) The President will be an *ex officio* member of the Clusters, Academic Senates and Administrative Boards of the university system.
(Amended by Law Num. 186 of the 7th of August, 1998.)

Art. 6. Of the University Board. (18 L.P.R.A. § 605)
(a) There will be a University Board composed by the President of the University, whom will preside it; the chancellors of the campuses and university colleges, by the Finance Director and three (3) additional officials named by the President with the approval of the Board of Directors and by a representative chosen by each Academic Senate amongst its members that are not *ex officio* and a student representative of each institutional unity elected annually amongst them.
(b) The Board meetings will be summoned by its President *motu proprio* or by the petition of the majority of members that form part of it. A majority of the members of the Board will constitute quorum.
(c) By the authority of the Board of Directors and without prejudice of the faculties of such, the Board will have as its essential function to maintain the University System integrated, towards its ensemble planning and will advise the President in the coordination of the motion of the different institutional unities in their academic, administrative, and financial aspects. In the completion of this function, the Board, in its case, and the President in his/hers, will take all the development and coordination initiatives that the circumstances advice, without the diminishing of the faculties conferred to the institutional unities in acknowledgement of its autonomy.
(d) It will correspond to the Board especially:
(1) Formulate in or before December 31st, 1978 a project of General Regulation of the University that, submitted to the Academic Senates' exam, and with consideration of the reports that these emit, will be elevated by the President to the consideration of the Board of Directors.
(2) Formulate the university Students' General Regulation and submit it to the final consideration of the Board of Directors.
(3) Consider de development plan of the University submitted by the President, and formulate the recommendations that he/she will judge as pertinent about such mentioned, to the consideration by the board of Directors.
(4) Consider the integrated budget project for the University System according to how it was formulated by the President of the University to be submitted to the Board of Directors, and formulate the recommendations that he/she will judge as pertinent.
(5) Solve the appeals that went against the Administrative Boards and Academic Senates of each campus or university college.
(Amended by Laws Num.26 of July 11th, 1978 and 186 of August 7th, 1998.)

Art. 7. Of the Chancellors. (18 L.P.R.A. § 606)
(a) Each university campus will be directed by a chancellor.
(b) The chancellor will execute the administrative and academic authority within the domain of his/her respective institutional unity, in accordance with what is presented in

this Law and with the university norms and regulations. The chancellors will be nominated by the President of the University, previous consultation to the respective Academic Senates, for their consideration by the Board of Directors.
(c) The following will be duties and attributions of the chancellors in their respective institutional unities:
(1) Guide and supervise the university personnel and the educational, technical, research and administrative functions.
(2) Formulate the budget project with the departments', faculties', and other dependencies' recommendations, which, after being approved by the Administrative Board will be submitted for the corresponding purposes, just as arranged before, to the President and the University Board.
(3) Represent the respective institutional unity in academic acts, ceremonies, and functions.
(4) To preside the Academic Senate, the Administrative Board, and the Cloister meetings.
(5) Name the Dean with previous consultation with the corresponding faculty, with simultaneous notification to the President and the Board of Directors. These nominations will be effective after a limited amount of time, that will be determined by regulation and that will not exceed sixty (60) days since the day of notification. The Board of Directors will cite and listen to the chancellors and the President to evaluate such nominations and will communicate their decision approving or disapproving such within that limit of time. The Deans will remain in their positions by the intention of the corresponding Chancellor. The nominations of other officials that, without presiding over faculties, have the Dean position, will be done with the advice of the Academic Senate. The Chancellor of the Mayaguez Campus, with the Board of Director's approval will name the directors of the Experimental Agricultural Station and of the Agricultural Extension Service, with previous consultation of the education personnel of these dependencies, and to the proposal of the directors and personnel of such.
(6) Name the department directors and of other dependencies appointed to some faculty, with the recommendation of the dean, with previous consultation of him/her to the department or corresponding dependency.
(7) Name or hire the university personnel of his/her institutional unity. The deans will propose the naming or the hiring of the education personnel in accordance with the recommendation of the department director or corresponding dependency, with previous consultation with him/her to the members of such department or dependency.
(8) Name visiting lecturers and, with the approval of the President, all other type of visiting personnel.
(9) Solve the appeals that interposed against the deans' decisions.
(10) Give an annual report of the activities of his/her institutional unity to the President and to the Board of Directors.
(11) Execute the authority granted to the Chancellor of the University in virtue of Law Num. 100 of June 27, 1956 in regards to his/her institutional unity.
(Amended by Law Num. 186 of August 7, 1998.)

Art. 8. Of the Administrative Board. (18 L.P.R.A. § 607)
(a) In each of the university campuses and colleges there will be an Administrative Board integrated by the Chancellor, who will be its President, the academic student and

administrative affairs dean, the faculty deans where there might be or where there might not be, four (4) academic department directors, two (2) senators selected between the members that are not *ex officio* of s Academic Senate and a student chosen annually by his/her peers. In the Administrative Board of the Mayaguez Campus The Experimental Agricultural Station and The Agricultural Extension Service will be represented by their respective directors. The Board of Directors will be able to eliminate or modify the structure pertinent to the Administrative Board of the Medical Sciences Campus in accordance with the special circumstances of such Campus within the term of one (1) year after the approval of this Law.
The Board of Directors will be able to modify or eliminate The Medical Sciences Campus's Administrative Board's structure in accordance to the special circumstances of such campus within one (1) year after the approval of this Law. In case the Board of Directors eliminates the Administrative Board, they will be able to designate such Board's duties and functions to some other organism within the Medical Sciences Campus.
(b) The General Regulation of the University will determine the constitution and organization of the respective Administrative Board in other autonomous institutional units possibly created in the future.
(c) The Administrative Board's duties will be as follows:
(1) Advise the chancellor in the exercise of his duties.
(2) Elaborate the development projects and plans of the institutional unity.
(3) Consider the budget project of the institutional unity as submitted by the chancellor.
(4) Grant, based on the chancellor's proposal, the licenses, the academic ranks, the permanence and the non-educational and technical personnel's promotions of the institutional unity, in accordance with the General Regulation of the University.
(Amended by Law Num. 186 of the 7th of August of 1998.)

Art. 9 of the Cloister. (18 L.P.R.A. § 608)
(a) The Cloister of each institutional unity will be composed by the Chancellor that will precede it, the deans and the members of the non-educational personnel, and will be divided in colleges or faculties, in accordance to the organization approved by the Board of Directors.
(b) The General Regulation of the University will determine the relevant aspects towards the exercising of duties, attributions and prerogatives of the Cloister, as well as the duties and rights of the each cloister and will contain those dispositions, in terms of the exercising of such rights and the completion of such duties, which ensure the order, the security and the normality of the institutional tasks.
(c) The educational personnel of each code or faculty will constitute and organism in order to work for academic improvement and the cultural progress of the University. Its functions, attributions, and prerogatives will be determined by the General Regulation of the University.
(Amended by Law Num. 186 of the 7th of August, 1998.)

Art 10. Of the Students. (18 L.P.R.A. § 609)
(a) As pupils and in terms of collaborators of the mission of culture and service of the University, the students are members of the academic community. They will therefore

enjoy the right to participate effectively in the life of that community and will have all the duties of moral and intellectual responsibility in which, the community by her nature, dictates.
(b) The Students' General Regulation, which will be approved by the Board of Directors, in accordance with the proposal established by the University Board, will signal the students' rights and duties and will contain those dispositions that will assure the order, security, and normality of the institutional tasks.
It will also provide for the establishment of a General Student Council in each Campus and university college, a Student Council in each faculty and of student committees that will advise the organisms in charge about help and services for the students.
The General Student Council will be composed of members of the Student Council's directives of each faculty in order to collect the opinion in regards with to the problems students are faced with and channel the distribution of ideas and initiatives for the successful march of the University. The Regulation will establish the attributions of these bodies and the Student Council's constitution of each faculty.
(c) The respective Student Dean, with the collaboration of a student committee, composed of a representative from each faculty, will elaborate a Student Regulation project of the corresponding campus or university college, that will directed to the Academic Senate for its consideration and later will be passed on to the University Board and the Board of Directors for the final approval.
(d) The Board of Directors will be able, to its discretion, to adopt, amend or abolish, regulation conceding student participation with voice and with voice and vote in all or all campuses, colleges and other institutions of the University, in the Department and Faculty meetings, in the Academic Senates and in the Administrative Board, as well as in the University Board, in the dates, manners, ways and extension that the Board of Directors believes to be more convenient. The Board of Directors will also be able to grant such student participation in Faculty, Department and Division committees, as well as Special Committees about discipline and other university activities.
(Amended by Laws Num. 10 of June, 1972 and 186 of the 7th of August, 1998.)

Art. 11. Of the Academic Senates. (18 L.P.R.A. § 610)
(a) There will be an Academic Senate in each one of the campuses and university colleges. By dictating the laws for the establishment of the Academic Senate in the Medical Sciences Campus, the Board of Directors, will take into consideration the special circumstances of such mentioned.
(b) The Composition of the Academic Senates will be as follows:
(1) The Chancellor of the respective institutional unit, whom will be its President;
(2) the deans;
(3) the Director of the Library of the respective institutional unit;
(4) representatives chosen by the corresponding cloister, within its members who have permanency. The General Regulation of the University will determine the number, the manner of election, and the senates' term of office with no other limitation other than to provide in order for the number of senates be at least double the quantity of *ex officio* senators.
(c) The Senates will constitute the official forum of the academic community for the discussion of general problems that interest the University's march and the affairs in

which it has jurisdiction.
(d) The following will correspond specifically top the Academic Senates:
(1) Determine the general orientation of the teaching and research programs in the institutional unit, coordinating the corresponding faculty and department's initiatives.
(2) Establish for its inclusion to the General Regulation of the University, the general rules of admission, permanency, rank promotion and license to members of the cloister.
(3) Establish the general requisites of admission, promotion and graduation of the students.
(4) Understand in the relative consultations to the choosing of chancellors and deans that do not preside faculties, in accordance to what is established by this Law.
(5) Choose their representatives for the University and Administrative board.
(6) Make suggestions to the Board of Directors about the creation or reorganization of faculties, colleges, schools or dependencies.
(7) Make suggestions to the University Board about the General Regulation project of the University that such proposes.
(8) Submit to the University Board, with their recommendations, the Student Regulation project.
(9) Make suggestions to the Board of Directors for the creation and granting of academic distinctions.
(10) Submit an annual report of their labor to the corresponding cloister.
(11) Establish general rules about all affairs involving the campus or college enumerated in this Article, but that involve institutional responsibilities in common.
(Amended by Law Num. 186 of the 7th of August, 1998.)

Art. 12. Of the Goods and Resources of the University of Puerto. (18 L.P.R.A § 612)
(a) The University will keep as its property and will enjoy all goods of whichever nature, rights, privileges and prerogatives acquired beforehand of this Law and that in the present possess, uses, or enjoys and those acquired in the future as determined by this Law or by any other way.
(b) The University will be able to approve, impose, revise from time to time and charge rights, fares, rents and other positions regarding the right of the use and occupation of whichever facilities, properties of or administered by the University or by any service, right or privilege provided by any of such facilities or by the University, including, but without making it a limitation, rights to registration, student rights and other rights, rents, positions, laboratory rights, of breakage, books, supplies, dorms, houses, and other housing facilities, restaurants and its facilities, parking for vehicles, facilities provided by student centers, events and activities, and other services.
(c) The University remains authorized to retain as its property, use, appoint, disburse, dispose of, pledge in guarantee of whichever bonuses, payments or other obligations issued from time to time by the University, invest, reinvest, and administer in which ever other way not inconsistent with the dispositions of this Law, and in the manner that the Board of Directors decides as appropriate for the best interest of the University, all product, income, revenues and other incomes derived or to be derived by or in the name of the University of
(i) the claim of rights, rents, fees, and other charges,
(ii) donations, legacies, funds, unwarranted contributions, private and public, and

investments,
(iii) the possession of farms and other properties and their facilities,
(iv) the sale or alienation of any property, real or personal, or any right or interest in such mentioned, and
(v) other operations, activities and programs of the University.

(d) The University remains authorized to receive gifts, donations, legacies and other aids disposed by laws of the United States of America or by another entity or person and can solicit and arrange agreements with the United States of America or with any agency or instrumentality of such or any other public or private entity, including foundation, corporations, government bodies or people, for loans, donations, legacies or other aids. The University remains authorized to arrange and fulfill with the requirements, obligations, terms and conditions imposed in relation to whichever of such loans, donations, legacies or any other aid.
(e) The University has authorization to take money as loan for whichever of its aims and activities and in evidence of such loans, the University is authorized to emit bonuses, payments and other obligations, including temporary bonuses and refinances (denominated here collectively as "bonuses"). The Board of Directors can from time to time provide for the emission of bonuses in accordance with the dispositions pertinent to Law num. 272, approved on May 15, 1945, [7 L.P.R.A. §§ 581-595], and through a resolution or resolutions to the effect establishing the purpose or purposes for the emission of the bonuses and terms, conditions and other details related to the emission of such bonuses and the guarantee offered for them. The bonuses will be guaranteed according to that disposed in the num. 50 Law, approved on July 18th, 1958, just as it was amended or could be amended from time to time [18 L.P.R.A. §§ 821-830], just as it has been or will be amended from time to time, or in which ever other way the Board of Directors determines and will be able to be emitted in accordance with the dispositions of such sections or in accordance with those dispositions which are judged as advisable by the Board of Directors.
(f) The University of Puerto Rico, for carrying out a public service of the Free Associated State of Puerto Rico, is therefore free of any contribution, taxes, or rights of class, specially in terms of the any nature acquired in the future or in its operations, transactions, or activities or regarding the income received by concept of any of its operations, transactions, or activities. All the bonuses, payments, mortgage obligations or any other obligations of the University of Puerto Rico will be excused from payment of any contribution on income. The debts and obligations of the University will not be debts and obligations for the Free Associated State of Puerto Rico, or of any of the other municipalities or any other political subdivisions in Puerto Rico, and neither the Free Associated State of Puerto Rico, any municipality, or political subdivision will be held responsible will be responsible for such.
(g) Intramural Practice Plans of the University.
(1) The University of Puerto Rico is authorized to create within its unities, university intramural practice plans. Through these, the institution will be able to engage with people and public and private institutions, domestic or foreign, the services that these require and in which, the University of Puerto Rico personnel will be able to lend their services in a voluntary manner during their regular hours or outside of such,

without lessening their academic load and, also, receive pay in the means of compensation outside of regular hours or a bonus in educational and administrative function within regular hours in an addition to their regular salary as employee of the institution.
(2) The University Intramural Practice Plans that are authorized here will be self sufficient and the funds collected by the University for the university intramural practice plans will be considered public funds, subject to the corresponding authorities' scrutiny. Such incomes will be briefed in a special fund in the University of Puerto Rico's unities which generated them; it will be used in first place to support the payments of the participant personnel and the direct costs of such programs; in second place, to fortify other areas with less demand in the intramural program; and in the third place, to attend to other un-recurring, high priority costs within the Campus or unity inside of the Regional Colleges System and an annual aid to the General Fund of the University of Puerto Rico.
(3) The Board of Directors of the University of Puerto Rico will be able to delegate in the President of the University and the Chancellors the capacity to hire in an individual manner. Also, the Board will establish, through regulation, the rules and procedures that will govern the establishment and functioning of the intramural practice plans of different unities and the manner in which the education and support personnel participate and be compensated.
(4) The educational and support personnel's participation of the University of Puerto Rico in these intramural practice plans will not be subjected to the dispositions of Article 177 of the Political Code of Puerto Rico [3 L.P.R.A. § 551].
(Amended by Las Num. 174 of August 31, 1996 and 186 of August 7, 1998. This last one re-enumerated the article as Article 12 by abolishing the prior Art. 12 of the 1966 law.)

Art. 13. Of the Administration of Personnel Regime (18 L.P.R.A. § 613)

(a) In terms of the Num. 5 Law of October 14, 1975, known as "Law of Public Service Personnel of Puerto Rico", according to how it was amended, the university's personnel will have the following university loads: the President. Finance Director, the Auditor, The Chancellors of institutional unities, the Deans, the Director of Agricultural Extension Service, the Director Agricultural Experimental Station, the Director of University Corporations, Director of the Editorial, Land and Buildings Director, the assistants to these diverse officials, the Librarians and Library Auxiliaries; the members of the educational personnel of the University of Puerto Rico, including all its colleges, schools, faculties and dependencies; personnel dedicated to scientific, historical, of letters, artistic research tasks, and its dependencies; the technical personnel of the University; the professional and supervising personnel related to the different services for professors and students depending on their certification on the part of chancellors of the institutional unities; and the *bona fide* students of such institution that are employed part-time by the University or by any agency of the Government of Puerto Rico. The university personnel of the University of Puerto Rico will also include the personnel not included in the mentioned categories depending on how it was decided or will be specified by the President and chancellors, depending to whom it corresponds to.
(b) The university personnel named before the validity of this law will acquire permanence, when he/she by other means has the right to acquire it, in agreement to time

and service terms as disposed in the 16th section of Law Num. 135 of May 7th, 1942, as it was amended or according to the General Regulation of the University that will be adopted with agreement to the terms of this law, whichever of said dispositions that he/she considers more beneficial.
(c) The dismissal of a member of the university personnel whose nomination is of permanent nature, will not be able to executed without the previous formulation of positions and opportunity of defense. Regardless, the President of the University and the chancellor of each institutional unity will be able to, if required by the university's interests, suspend the employment and salary to any member university personnel of the President's office or of any institutional unit, respectively, until the charges against him/her dissolve, without damage of the appeal resources granted by this Law.
(Amended by Law. Num. 186 of August 7th, 1998, that re-enumerated it as Article 13)
(The 1966 Law, as amended, does not contain Article 14.)

Art. 15. Definitions. (18 L.P.R.A. § 614)
(a) The following words and phrases as used in this law will have the definition that is established further on, except where the context clearly indicates the contrary:
(1) "University" will refer to University of Puerto Rico.
(2) "Council" will refer to the Superior Education Council established by this Chapter. [By disposition of the § 2 of the Law Num. 16 of the 16th of June, 1993, "all laws, regulations, resolutions and other documents in whose text the Superior Education Council is mentioned of (the 1966 Law,) in its function as chancellor body of the University of Puerto Rico, it should be understood that it means the Board of Directors of the University of Puerto Rico…]
(3) "University Personnel" will refer to the education, technical, and administrative personnel of the University.
(4) "Education Personnel" will refer to those dedicated to teaching, to scientific research, and the technical dissemination or to the three and to professional librarians. Arranging that the social workers, psychologists and professional counselors will be considered education personnel. Except in regards of the Agricultural Extension Service personnel and those of the Experimental Station, in which case will be considered as educational whatever the Board of Directors arranges in agreement with paragraph (2) of interjection (a) of Article 4.
(5) "Administrative Technical Personnel" will refer to university member not included under the education personnel definition.
(6) "Institutional Unity" will refer to each of the autonomous academic and administrative units of the university system, constituted by colleges, faculties, schools, services and other dependencies.
(7) "Faculty" will refer to the dean and the education personnel assigned to a college or to a school that is not part of the college.
(8) "Department" will refer to a academic and administrative division within a college or faculty.
(9) "Consultation" will refer to a reciprocal communication between the official or organism called to it and the consultant, carried out in the manner determined by the Board of Directors, and without involving voting.

The 2 § de la Law Num. 128 of the12th of August, 1996 stipulates that for the means of this definition "It

will be understood that the following terms: 'Social Worker'. 'Psychologist' and 'Professional Counselor' refer to those who have obtained a Master's or Doctoral degree in their professional specialization of a credited recognized university institution and that such professional fulfills the requirements to execute as teacher of a credited and recognized university institution."

(10) "University Intramural Practice Plans" will refer to those programs established by institutional units, in accordance with the regulation approved by the Board of Directors, to offer services through contracts with people and public and private institutions using education and support personnel that participate voluntarily, generating resources for the institution and the participating personnel.
(Amended by Laws Num. 128 of the 12th of August, 1996 and August 31st, 1996.)

Art. 16. General and Transitory Dispositions
(1) The University officials, nominated or hired in agreement with the dispositions of the Num. 135 Law of the 7th of May, 1942 [abolished], according to its amendment, will continue in the fulfillment of their functions in agreement with the terms of their respective positions or contracts and until their successors are named and take possession of their positions in harmony with the dispositions of this law.
"(2) The continuation of all the rights acquired by all the university personnel is guaranteed in virtue of that disposed in the valid legislation in the date of approval of this law.
"(3) The continuation of the contractual obligations incurred by the Chancellor of the University or the actual university administration with the workers and employees of the physical plant in voluntary collective agreements with the organizations of such workers and employees is guaranteed.
"(4) Whichever duties, attributions, prerogatives or functions assigned to the Superior Education Council, to the Chancellor or to the University of Puerto Rico by laws of the Legislative Assembly of Puerto Rico promulgated with time to the present law [this Chapter] and that are not incompatible with their dispositions, will continue to manage and obligate the Superior Education Council, the President of the University of Puerto Rico, respectively.
"(5) All prerogatives, attributions and responsibilities taken by any organism or official of the University of Puerto Rico under laws that are still in effect before the approval of such mentioned or to the virtue of any federal law, concession or contract whose transfer is not specifically established by the dispositions of this law [this Chapter], are recognized by this one and continue to be in effect.
"(6) The acceptance of all legislation approved by the United States Congress extended to Puerto Rico for the benefit of the University is ratified.
"(7) Law num. 221 of the 15th of May, 1938 [18 L.P.R.A. §§ 643 and 752], is also ratified in all regarding the purpose of organizing and developing extension, agricultural research and experimentation tasks and the Superior Education Council is authorized to assume the functions and duties that in agreement of such law and with the Num. 135 Law of the 7th of May, 1942 [abolished], according to its amendment, corresponded to the Superior Teaching Council,
"(8) The Superior Teaching Council will be the government board of the University until the Superior Education Council begins its functions.
"(9) Once the council created by this law is appropriately constituted and organized, it

will proceed to put in action the dispositions of this law according to the principals that inform it and through the organisms and procedures that in its virtue are established. "(10) The council will be authorized to adopt those transitory measures and make the necessary decisions to avoid the interruption of administrative and educational processes of the University.

Art. 17. Derogatory Clause
Law Num. 135 of the 7th of May, 1942, as it was amended, and Law Num. 88 of the 25th of April, 1949, were abolished.

Art. 18. Short Title
This law can be quoted or referred to as the short title: "Law of the University of Puerto Rico".

Art. 19. Validity
This law will begin to regulate immediately after its approval.

Appendix 49

CHAPTER IV — CODE OF ETHICS FOR PUBLIC SERVANTS AND FORMER PUBLIC SERVANTS IN THE EXECUTIVE BRANCH; PROVISIONS APPLICABLE TO PUBLIC SERVANTS AND FORMER PUBLIC SERVANTS IN THE JUDICIAL AND LEGISLATIVE BRANCHES

Article 4.1 — Jurisdiction and scope. (3 L.P.R.A. § 1857)

This Code regulates the conduct of public servants and former public servants in the Executive Branch.

Article 4.2 — General ethical prohibitions. (3 L.P.R.A. § 1857a)

(a) No public servant shall solicit any benefit form his/her agency, whether directly or indirectly, from a private person, business or public entity regulated or contracted by the former or carry out actions conducive to obtaining a contract.

A public servant may only accept a benefit for his/her agency from a private person, business or public entity that is neither regulated nor contracted by the former, or that does not carry out actions leading to obtaining a contract, provided that he/she complies with the regulations adopted for such purposes.

(b) No public servant shall exploit the duties and powers of his/her office or public property or funds to obtain any benefit not permitted directly or indirectly by law for him/herself or a private person.

(c) No public servant shall accept or solicit form a private person or business, whether directly or indirectly, a benefit as a compensation for carrying out, expediting, delaying, or not discharging the duties and responsibilities of his/her office.

(d) No public servant shall accept or solicit from a private person or business, whether directly or indirectly, benefits for him/herself or a person, business, or entity in exchange for carrying out actions that are biased to favor him/her or another private person or business.

(e) No public servant shall ensure that he/she may or purport to have influence over another public servant in carrying out his/her functions, in exchange for obtaining or attempting to obtain a benefit.

(f) No public servant shall reveal or use confidential information or documents obtained as a result of his/her employment to obtain, directly or indirectly, any benefit for him/herself or any other private person or business.

(g) No public servant shall intervene, either directly or indirectly, in any matter in which he/she has conflict of interests that may result in his/her benefit. No public servant shall intervene, directly or indirectly, in any matter in which any of his/her family unit, relative, partner or housemate has a conflict of interest that may result in benefit for any of the abovementioned.

In the case that any of the abovementioned relationships has ended during the two years preceding the appointment of the public servant, he/she shall not intervene, either directly or indirectly, in any matter related to them until two (2) years have elapsed after his/her appointment.

This prohibition shall remain in effect insofar the beneficial ties with the public servant exist. Once the beneficial ties end, the public servant shall not intervene, either directly or indirectly, in such matter until two (2) years have elapsed.

(h) Neither the appointing authority nor the public servant with influence on the appointing authority shall intervene, either directly or indirectly, in the appointment, promotion, compensation or contracting of his/her relative. It shall be understood that a public servant has the power to decide or exert influence when a law, regulation, description of duties or designation so provides. This prohibition shall not apply when, in the discretion of the Executive Director, there are special circumstances that have been taken into account before the appointing authority or the public servant with influence exercises his/her power.

This shall not apply to a career position when the merit principle is met; advancements or personnel-related transactions required by maw; general revisions of a classification plan; Section 8 benefits received; public bids in which all requirements set forth in this Act concur; participation in summer programs; the obtainment of services, loans, sureties, or incentives granted under the terms of a State, Federal or Municipal program. Provided, that under the abovementioned exceptions, general applicable rules are compiled with and the appointing authority or the public servant with authority to decide or exert influence does not intervene and so certifies through a formal disqualification statement.

(i) No public servant shall use, on any real or personal property of the Government, any symbol, slogan, image, picture, pin, logo, sticker, label, sign, insignia, technological application, written message, or any other paraphernalia that may identify or promote directly or indirectly the electoral interests of any political party or candidate.

(j) No public servant shall, while carrying out the duties of his/her office, wear or use on his/her person, in his/her property or in any property under his/her care, any symbol, slogan, image, picture, pin, logo, sticker, label, sign, insignia, technological application, written message, or any other paraphernalia that may identify or promote directly or indirectly the electoral interests of any political party or candidate.

(k) No public servant shall, while carrying out the duties of his/her office, lead or promote activities that directly or indirectly promote the electoral interests of any political party or candidate.

(l) No public servant shall, while carrying out the duties of his/her office, make monetary contributions or use his/her time to carry out or participate in a political activity.

(m) No public servant shall, while carrying out the duties of his/her office, demand or request other public servants to make monetary contributions or devote their time to carry out or participate in a political activity.

(n) No public servant shall solicit or accept him/herself or through a private person or business any benefit from a contractor or an agency regulated by his/her agency for a political party.

(ñ) The provisions of Article 4.2, subsections (i), (j), (k), (l), (m) and (n), shall not apply to public servants in the Commonwealth Election Commission.

(o) No public servant shall usurp an office or task to which he/she has not been appointed or designated nor discharge the same without being duly qualified to do so.

No public servant shall persist in obstinately discharging the duties of his/her office or tasks entrusted to him/her, once his/her terms has concluded or after having an official communication ordering the termination or suspension of his/her duties.

(p) No public servant shall alter, destroy, mutilate, remove, or conceal, in whole or in part, public property under his/her custody.

(q) No public servant authorized by law to issue certifications and other documents shall knowingly issue a certification or document containing false statements.

(r) No public servant shall fail to comply with any of his/her duties as provided by law or regulations if such action shall result in the loss of public funds or cause damages to public property.

(s) No public servant shall carry out any action that may call the impartiality and integrity of the government endeavor in question.

Appendix 50

12 de junio de 2020

El Presidente
de la
Universidad de
Puerto Rico

A TODA LA COMUNIDAD UNIVERSITARIA
DE LA UNIVERSIDAD DE PUERTO RICO EN CAROLINA

Jorge Haddock

PROCESO DE CONSULTA DIRECTA PARA LA SELECCIÓN DEL RECTOR EN PROPIEDAD

En comunicación del 12 de mayo de 2020 y a tenor con la Certificación Núm. 119 (2019-2020) de la Junta de Gobierno, impartí instrucciones para que el Senado Académico de la Universidad de Puerto Rico en Carolina comenzara el proceso de consulta para el próximo Rector en propiedad. Habiendo transcurrido el término de treinta (30) días y tomando en consideración que no se convocó oficialmente al Senado Académico para cumplir con la Sección 19.2.1 del *Reglamento General de la Universidad de Puerto Rico* (UPR), procedo a iniciar el proceso a través de una consulta directa, según se establece en la Sección 19.2.6 la cual dispone que:

> *"Sección 19.2.6 - Consulta directa*
>
> *Si el senado académico no constituye un comité de consulta dentro de los treinta (30) días de haber recibido la notificación del Presidente, según lo establecido en la Sección 19.2.1, el Presidente podrá efectuar una consulta directa a tener lugar dentro del término de sesenta (60) días que hubiera tenido el comité para rendir su informe, de acuerdo con lo establecido de la Sección 19.2.4."*

A estos efectos, el proceso de consulta consistirá en:

1. Nominaciones de candidatos (propias o por otros) hasta el 19 de junio de 2020 o hasta que se elija al candidato.
2. Selección de los finalistas por un comité constituido por los siguientes miembros:
   a) Dr. Ubaldo M. Córdova Figueroa, Vicepresidente Ejecutivo de Asuntos Académicos e Investigación
   b) Dra. Aida I. Rodríguez Roig, Rectora de la UPR en Humacao
   c) Dra. Jennifer Alicea Castillo, Vicepresidenta Asociada de Acreditación y Avalúo
3. Entrevistas por el Presidente
4. Consulta con el Senado Académico de los candidatos seleccionados por el Presidente
5. Nominación a la Junta de Gobierno

Los candidatos deberán someter un plan de trabajo y su *curriculum vitae*. El perfil de los candidatos ha sido definido en la carta a la comunidad universitaria, emitida el pasado 12 de mayo.

Administracion Central
Jardín Botánico Sur
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San Juan, Puerto Rico
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Favor de someter nominaciones a director.ejecutivo@upr.edu y adaliz.perez03@upr.edu. Las nominaciones y todos los documentos tienen que ser sometidos electrónicamente. Documentos en papel no serán considerados.

c Dr. Jorge I. Valentín Asencio

Appendix 51

Universidad de
Puerto Rico
en Carolina

CERTIFICACIÓN NÚMERO 39 (2015-16)

Yo, Luisa González Cotto, Secretaria del Senado Académico de la Universidad de Puerto Rico en Carolina, **CERTIFICO QUE:**

El Senado Académico, en reunión ordinaria celebrada el 18 de febrero de 2016, tuvo ante su consideración el Informe del Comité de Asuntos Académicos relacionado a una enmienda solicitada por profesores del programa de Diseño de Interiores, a la Tabla de Opción de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área, aprobada mediante Certificación Núm. 18 (2015-16). La enmienda consiste en que permanezca el área de Diseño de Interiores y Arquitectura, como originalmente estaba en la Certificación Núm. 16 (2012-2013).

Este Cuerpo, luego de las consideraciones correspondientes, aprobó que entre las opciones se mantenga el Doctorado en Diseño de Interiores y el Doctorado en Arquitectura.

Senado Académico

Es parte de esta Certificación la Tabla de Opción de Grados enmendada.

Y para remitir a las autoridades universitarias correspondientes, expido la presente en Carolina, Puerto Rico, hoy, veintidós de febrero de dos mil dieciséis.

Luisa González Cotto
Secretaria Ejecutiva

Vo. Bo. Moisés Orengo Avilés, Ph.D.
Rector y Presidente del Senado Académico

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Senado Académico
Certificación Número 39 (2015-2016)
Revisado Febrero 2016

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área				
Departamento Académico	**Grado**	**Abreviatura**	**Especialidad en Español**	**Traducción de la Especialidad en Inglés**
Administración de Empresas	Doctorado	Ph.D. DBA	Administración de Empresas	Business Administration
			Finanzas	Finance
			Comercio Internacional	International Business
			Contabilidad	Accounting
			Gerencia	Management
			Psicología Industrial - Psicología Organizacional	Industrial Psychology/ Organizational Psychology
			Recursos Humanos	Human Resources
			Economía	Economics
			Empresarismo	Entrepreneurship
			Estadísticas	Statistics
			Administración Pública	Public Administration
			Mercadeo	Marketing
Administración de Hoteles y Restaurantes	Doctorado	Ph.D., DA, DBA	Hospitalidad	Hospitality
			Administración de Empresas	Business Administration
			Turismo	Tourism
Cultura Turística	Doctorado	Ph.D.	Turismo	Tourism
Ciencias Naturales				
Biología	Doctorado	Ph.D.	Biotecnología	Biotechnology
			Bioética	Bioethics
			Neurobiología	Neurology
			Biología	Biology
			Bioquímica	Biochemistry
			Biofísica	Biophysics
			Microbiología	Microbiology
			Biología celular	Cell Biology

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área

Departamento Académico	Grado	Abreviatura	Especialidad en Español	Traducción de la Especialidad en Inglés
Biología	Doctorado	Ph.D.	Biología celular y del desarrollo	Cell & Developmental Biology
			Biología molecular	Molecular Biology
			Genética	Genetics
			Genética Humana	Human Genetics
			Anatomía	Anatomy
			Fisiología	Physiology
			Inmunología	Immunology
			Virología	Virology
			Zoología	Zoology
			Histología	Histology
			Botánica	Botany
			Micología	Mycology
			Ecología	Ecology
			Biología poblacional	Population Biology
			Bioinformática	Bioinformatics
			Biología Ambiental	Environmental Biology
			y otras ramas del campo de la Biología	and others fields of Biology
Física	Doctorado	Ph.D.	Física Teórica	Theoretic Physics
			Física Aplicada	Applied Physics
			Física Computacional	Computational Physics
			Física Nuclear	Nuclear Physics
			Física	Physics
			Física de Materiales	Material Sciences Physics
			Astronomía	Astronomy
			Física Química o Química Física	Physical Chemistry
			Física Cuántica	Quantum Physics
			Ciencias Atmosféricas	Atmospheric Sciences
			y otras ramas del campo de la Física	and others fields of Physics

Senado Académico
Certificación Número 39 (2015-2016)
Revisado Febrero 2016

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área

Departamento Académico	Grado	Abreviatura	Especialidad en Español	Traducción de la Especialidad en Inglés
Matemáticas	Doctorado	Ph.D., Ed.D.	Matemática Pura	Pure Math
			Matemática Aplicada	Applied Math
			Matemática	Mathematics
			Algebra	Algebra
			Estadísticas	Statistics
			Análisis	Analysis
			y otras ramas del campo de la Matemática	and others fields of Mathematics
Química			Química	Chemistry
			Química Orgánica	Organic Chemistry
			Química Inorgánica	Inorganic Chemistry
			Bioquímica	Biochemistry
			Química Ambiental	Environmental Chemistry
			Química Analítica	Analitical Chemistry
			Química Física o Física Química	Physical Chemistry
			Ingeniería Química	Chemical Engineering
			Ingeniería Ambiental	Environmental Engineering
			Química Forense	Forensic Chemistry
			y otras ramas del campo de la Química	and others fields of Chemistry
Ciencias Sociales y Justicia Criminal	Doctorado	Ph.D. Psy.D. J.D. Ed.D.	Psicología Social Comunitaria	Criminal Justice
			Ciencias de la Conducta y Sociedad	Behavioral Science and Society
			Ciencias Forenses	Forensic Science
			Psicología Forense	Forensic Psychology
			Derecho	Law
			Sociología	Sociology
			Psicología Clínica	Clinical Psychology
			Criminología	Criminology

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área

Departamento Académico	Grado	Abreviatura	Especialidad en Español	Traducción de la Especialidad en Inglés
Ciencias Sociales y Justicia Criminal	Doctorado	Ph.D. Psy.D. J.D. Ed.D.	Justicia Criminal	Criminal Justice
			Psicología Académica Investigativa	Academic Psychology Research
			Antropología Forense	Forensic Anthropology
			Consejería Psicológica	Psychological Counseling
			Psicología	Psychology
			Consejeria en Abusos de Sustancias	Substance Abuse Counseling
Humanidades	Doctorado	Ph.D.	Filosofía	Philosophy
			Historia	History
			Artes Plásticas	Fine Arts
			Música	Music
			Teatro	Theater
			Lenguajes	Languages
			Estudios puertorriqueños	Puerto Rican Studies
			Teología	Teology
			Literatura Comparada	Comparative Literature
Diseño				
Publicidad Comercial	Doctorado	Ph.D.	Comunicación en Masas - Publicidad - Relaciones Públicas - Comunicación Audiovisual	Information Sciences: - Advertising - Public Relations - Audiovisual
			Comunicación Pública	Public Communications
			Metodología en Investigación en Comunicaciones	Research Methodology in Communications
Artes Gráficas	Doctorado	Ph.D.	Artes Gráficas	Graphic Arts
			Comunicación Gráfica (Diseño Gráfico)	Graphic Communication (Graphic Design)
Diseño de Interiores	Doctorado	Ph.D.	Diseño de Interiores o Diseño Ambiental	Interior or Environmental Design
			Arquitectura	Architecture

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área

Departamento Académico	Grado	Abreviatura	Especialidad en Español	Traducción de la Especialidad en Inglés
Educación	Doctorado	Ph.D., Ed.D.	Educación Secundaria	Secondary Education
			Educación Elemental	Elementary Education
			Educación Secundaria	Secondary Education
			Educación Superior	Higher Education
			Currículo y Enseñanza	Curriculum and Teaching
			Administración y Supervisión Educativa	Administration and Supervision
			Psicología Educativa	Educational Psycology
			Educación Especial	Special Education
			Aprendizaje	Learning
			Educación Vocacional	Vocational Education
			Docencia	Teaching
			Liderazgo Educativo	Educational Leadership
Educación Física	Doctorado	PhD., Ed.D.	Fisiología	Physiology
			Kinesiología	Kinesiology
			Educación Física	Physical Education
			Educación Adaptada	Adapted Education
Español	Doctorado	Ph.D., Ed.D.	Estudios Hispánicos	Hispanic Studies
			Lingüística	Linguistics
			Literatura Puertorriqueña	Puerto Rican Literature
			Literatura Española	Spanish Literature
			Literatura Hispanoamericana	Hispano American Literature
			Literatura Hispánica	Hispanic Literature
			Lengua y Literatura en Español	Language and Literature in Spanish
			Educación en Currículo y Enseñanza con especialidad en español (Estudios Hispánicos, Literatura, Lingüística)	Curriculum and Teaching in Spanish

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área

Departamento Académico	Grado	Abreviatura	Especialidad en Español	Traducción de la Especialidad en Inglés
Inglés	Doctorado	Ph.D. , Ed.D.	Lingüística Aplicada en Inglés	Applied Linguistics
			Literatura Americana	American Literature
			Literatura Inglesa	English Literature
			Inglés como Segundo idioma ESL	English as a Second Language
			Traducción en Inglés	Translation in English
			Currículo y Enseñanza en inglés como Segundo Idioma	Curriculum and teaching of English as Second Language
			Literatura del Caribe Anglófono	Anglophone Caribbean Literature
			Lingüística del Caribe Anglófono	Anglophone Caribbean Linguistics
Departamento de Tecnologías en Ingeniería				
Tec. de Ing. de Instrumentación y Sistemas de Control	Doctorado	Ph.D.	Ingeniería Mecánica	Mechanic Engineering
			Ingeniería Eléctrica	Electric Engineering
Tecnología de Ingeniería Mecánica	Doctorado	Ph.D.	Ingeniería Mecánica	Mechanic Engineering
			Ingeniería Eléctrica	Electric Engineering
Tecnología Automotriz	Doctorado	Ph.D.	Mecánica Aplicada	Applied Mechanic
			Ingeniería Mecánica	Mechanic Engineering
			Ingeniería Eléctrica	Electric Engineering
			Educación Vocacional y Técnica	Vocational & Technical Education
Sistemas de Oficina	Doctorado (Debe ostentar MA en Educación Comercial)	Ph.D., Ed.D.	Educación Comercial	Business Education
			Educación Vocacional	Vocational Education
			Educación con Especialidad en Educación Superior	Higher Education
			Educación con Especialidad en Currículo y Enseñanza	Curriculum and Teaching
			Educación con Especialidad en Gerencia y Liderazgo Educativo	Management and Educational Leadership

Tabla de Opciones de Grados Requeridos para Nombramiento Probatorio y Permanencia en Puesto Docente por Área

Departamento Académico	Grado	Abreviatura	Especialidad en Español	Traducción de la Especialidad en Inglés
Sistemas de Oficina	Doctorado (Debe ostentar MA en Educación Comercial)	Ph.D., Ed.D.	Educación con Especialidad en Docencia	Teaching
Centro de Recursos para el Aprendizaje	Maestría	MLIS MIS	Bibliotecología y Ciencias de la Información	Library and Information Science
			Ciencias de la Información	Information Science
			Bibliotecología	Library Science
Consejería y Orientación	Doctorado	Ph.D. Ed.D. Psy.D.	Consejería	Counseling
			Educación en Orientación y Consejería	Counseling and Guidance Education
			Consejería en Rehabilitación	Rehabilitation Counseling
			Trabajo Social	Social Work
			Psicología	Psychology

Appendix 52

GOVERNING BOARD
UNIVERSITY OF PUERTO RICO

CERTIFICATION NUMBER 60
2015-2016

I, Gloria Butrón Castelli, Secretary of the Governing Board of the University of Puerto Rico, CERTIFY THAT:

The Governing Board, in its ordinary meeting held on January 25, 2016, by previous recommendation from the Vice-presidency of Academic Affairs, and endorsed by the president of the University and the Committee of Academic, Research, and Student Affairs, agreed on:

1. **Revising Certification Number 105, 2014-2015 that approves the Table of Equivalencies of Academic Tasks of the Teaching Staff of the University of Puerto Rico, in the following way:**

Says:		**Should say:**	
Task	**Equivalency**	**Task**	**Equivalency**
9. Coordination of practicum	1-3 credits depending on the complexity of the task unless there is a full-time practice coordinator. Indicators of complexity: · Number of sections · Number of students · Diversity and number of sites	**9. Coordination of Practicum or Internship**	**1-3 credits depending on the complexity of the task. Full-time coordinators would have an equivalency of 12 credits.** **Indicators of complexity:** · **Number of sections** · **Number of students** · **Diversity and number of sites**

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Says:		Should say:	
	· Tasks assigned to the teacher · Requirements from the accreditation agency		· **Tasks assigned to the teacher** · **Requirements from the accreditation agency**
10. **Supervision of Practicum**	**0.33 credits per student and up to a maximum of 9 students or depending on the achievement expectation established by the corresponding accreditation agency.**	**10. Supervision of Practicum or Internship**	**0.1 to 1 credit per student depending on the complexity of the tasks and up to a maximum of 9 students or depending on the achievement expectation established by the corresponding accreditation agency. If there is not a direct supervision, it can be 0.1 to 1 credit per student and up to a maximum of 9 students or depending on the achievement expectation established by the corresponding accreditation agency.**
		11.Supervision of Teaching Practicum*	**1 credit per student up to a maximum of 9 students.**
13.**Participation in a Thesis Committee**	**0-0.5 credits per student**	**14.Participation in a Thesis Committee**	**Part of the regular research task of a professor.**

***New item (Numbering of the following items changes).**

2. **Amending the Table of Elements of Academic Tasks to modify the title of Coordination of Practicum to Coordination of Practicum or Internship; Supervision of Practicum to Supervision of Practicum or Internship; and include the definition of Supervision of Teaching Practicum after the definition of Supervision of Practicum or Internship. This definition should read:**

   Supervision of Teaching Practicum: Responsibility that a professor assumes by carrying out continuous orientation, planning, supervision, and evaluation of tasks completed by the students in a teaching practicum school environment, either private or public, for a properly enrolled course with the purpose of developing specific competencies in the field of specialty or concentration through the integration of theoretical and practical aspects. This includes providing students the theory, techniques, practice, and methodological tools for the development of their knowledge, skills, and attitudes to achieve the best teaching practicum in collaboration with a mentor teacher and the school director. The supervisor of teaching practicum has the following functions: supervise, coordinate, plan for different levels, and carry out formative and summative assessment which could include grading the students.

A compiled version of Certification 105 (2014-2015) is included, as amended.

AND IN WITNESS WHEREOF, this Certification is issued in San Juan, Puerto Rico, today, February 3, 2016.

Gloria Butrón Castelli
Secretary

Appendix 53

Universidad de
Puerto Rico
en Carolina

19 de marzo de 2021

CARTA CIRCULAR 2021-03-19-014

Comunidad Universitaria



José I. Meza Pereira, Ph.D.
Rector

Rectoría

DESEMBOLSOS CRRSAA

Según nuestro compromiso, en el día de ayer jueves, 18 de marzo de 2021 se desembolsaron los fondos del *Coronavirus Response and Relief Supplemental Appropriation Act* (CRRSAA). Un total de 1,967 estudiantes se beneficiaron del pago por la cantidad de $977.37 para atender sus necesidades relacionadas a la pandemia. Además, este dinero se podrá utilizar para cubrir parte de los costos de estudios anuales que incluyen hospedaje, libros, matrícula, entre otros.

Aprovechamos la oportunidad para exhortarles a que completen el proceso de matrícula del tercer cuatrimestre 2020-2021 en las fechas ya publicadas.

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Appendix 54

Dr. José Meza Pereira
Chancellor

Universidad de
Puerto Rico
en Carolina

Dear Dr. Meza:

The Admissions Office had been assigned to the Deanship of Student Affairs for many years, and in 2016, under Chancellor Moisés Orengo's tenure it was appointed to the Deanship of Academic Affairs. At this moment I believe that the Admissions Office should be reassigned to the Deanship of Student Affairs for the following reasons:

- Offices that provide direct services to students such as Financial Aid, Medical Services, and the Office of Services to Students with Disabilities (OSEI) are assigned to the Deanship of Student Affairs. These offices interact with the admission process by providing their services to students from the beginning while establishing a rapport with them.
- The Athletic Department, as well as the Social and Cultural Activities Office also establish communication with many of these prospective students when they audition to participate in sports and musical groups. This enables student monitoring. These offices actively communicate with each other to provide a better service to each student.
- The assignment of the Admissions Office to the Deanship of Student Affairs does not convey a budgetary impact because the office is already established.
- In other campuses such as Aguadilla, Arecibo, Ponce, and Ciencias Médicas (Medical Sciences), admission offices are appointed to the Deanship of Student Affairs.

Decanato
de Asuntos
Estudiantiles

It should be said that the Deanship of Academic Affairs should uphold its commitment with the Admissions Office because they share the deanship policies (IGS, CUPO, campus' internal admission policy). Even if the Admissions Office structure becomes a part of the Deanship of Student Affairs, it would not be completely detached from the Deanship of Academic Affairs.

I hope the reasons here expressed are enough for the transfer petition to be considered. We are more than willing to answer any questions you might have.

Cordially,

Myrna Sánchez Serrano
Decana de Asuntos Estudiantiles

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Patrono con Igualdad de Oportunidades en el Emplep M/M/V/I