

Monitoring Report to the
Middle States Commission on Higher Education
from
University of Puerto Rico-Arecibo
Box 4010, Arecibo, PR 00614

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September 1, 2017

Subject of the Monitoring Report:

To accept the Supplemental Information Report. To place the institution on probation because of insufficient evidence that the institution is currently in compliance with Requirements of Affiliation 3 (institution is operational, with students actively pursuing its degree programs) and 8 (documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability), and with Standard 3 (Institutional Resources). To note that the institution remains accredited while on probation. To request a monitoring report, due September 1, 2017, documenting evidence that the institution has achieved and can sustain compliance with Requirements of Affiliation 3 and 8 and Standard 3, including but not limited to (1) the institution is operational, with students actively pursuing its degree programs (Requirement of Affiliation 3) and (2) the institution has documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability (Requirement of Affiliation 8 and Standard 3).

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The University of Puerto Rico at Arecibo (UPRA) submits this Monitoring Report as requested by the Middle States Commission on Higher Education. It addresses Requirements of Affiliation 3 (institution is operational, with students actively pursuing its degree programs) and 8 (documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability, respectively); and with Standard 3 (Institutional Resources) of Characteristics of Excellence. The Substantive Narrative and Analysis section presents an overview of the University of Puerto Rico System's financial situation based on a more comprehensive analysis included in [UPR's budget and Fiscal Plan](#). That overview sets the framework for the discussion of the campus' financial situation and expected outcomes. UPRA presents evidence that the Institution has achieved and can sustain ongoing compliance with these Requirements of Affiliation as well as with Standard 3.

Institutional Overview

The University of Puerto Rico at Arecibo (UPRA) is one of the eleven campuses of the University of Puerto Rico (UPR), the state-supported system of higher education. The UPRA was founded in 1967 as the Arecibo Regional College responding to the need for providing access to higher education to the citizens of the North-Central area of Puerto Rico. The Puerto Rico's Council on Higher Education (Certification No. 323-1980-1981), authorized the institution to expand its offerings to include four-year baccalaureate degree programs. As stated in its mission, UPRA is an institution devoted to the production and dissemination of knowledge through teaching and research in the areas of the arts, sciences and technology. It seeks to impart a quality university education that furthers the integral development at its students as professionals and citizens.

UPRA's administrative structure consists of a Chancellor, who is the Chief Executive Officer, supported by the Deans for Academic, Student and Administrative Affairs, the Administrative Board, and the Academic Senate. The [Institutional Organizational Chart](#) illustrates the lines of responsibility and flow of official communication and each structure responds to its mission with clear lines of organization and authority. Each structure is supported by a governance that takes into account the diversity of members that make up the university community. On June 20, a new Interim Chancellor took office. However, there was continuity of the work from the former Interim chancellor because the Dean for Academic Affairs remained in the position.

Student enrollment at UPRA for the fall semester of academic year 2017-2018 is 3798 with a full- and part-time teaching faculty of 240. UPRA conferred over 600 degrees this year, the majority were in the Nursing, Business Administration, and Microbiology areas. It offers 14 bachelor degree programs and three (3) associate degree programs. Of these, the following six programs are unique in the UPR System: Bachelor's degree in Science with a concentration in Microbiology, including three areas of emphasis: Industrial Microbiology, Environmental Microbiology and Medical Microbiology; Bachelor's degree in Social Sciences with a major in Industrial Organizational Psychology; Bachelor's degree in Social Sciences with a concentration in Iberian-American Studies; Bachelor's degree in Technology in Industrial Chemical Processes; Associate Degree in Chemical Engineering Technology; and Associate Degree in Veterinary Technology. In the area of curricular renovation, the Bachelor's degree program in Tele-Radial Communications offers six areas of emphasis including Digital Film, Photography, Strategic

Communication (Publicity and Public Relations), Multimedia, Film Production, and Direction and News and the Office Systems Department offers two areas of emphasis in Virtual Administrative Professional and Legal Administrative Professional.

The quality and rigor of its academic programs and student support offices are further evidenced by the accreditation of prestigious academic and professional agencies. Of all academic offerings in UPRA, 12 are susceptible to professional accreditation, of which nearly 10 are already accredited. The programs and the accreditation agencies are: Tele-Radial Communication by the Accrediting Council on Education Journalism and Mass Communications (ACEJMC); Business Administration and Office Systems by the Accreditation Council for Business Schools and Programs (ACBSP); Industrial Chemical Processes by the Engineering Technology Accreditation Commission of ABET; Computer Sciences by the Computing Accreditation Commission of ABET; Elementary Education by the Council for Accreditation of Educator Preparation (CAEP) - Physical Education for the Elementary Level by Council for Accreditation of Educator Preparation (CAEP) ; and the Nursing Program by the Accreditation Commission for Education in Nursing (ACEN) (formerly the National League for Nursing Accrediting Commission, NLNAC). The UPRA library has been evaluated by the professional association the Library Association of College and Research Libraries (ACRL).

Also, UPRA provides opportunities that enrich the academic, social and cultural lives of our students, being the site for some of the most impacting academic and cultural projects that continue to impact the external community. Among these are the Honors Studies Program, Internship Programs, and Student Exchange Program. UPRA participates in varsity/intervarsity sports events through the Athletics Program and its faculty and students are committed to promoting and participating from many cultural projects of the region that it serves. Moreover, the Division of Continuing Education and Professional Studies (DCEPS) actively promotes short courses for the private and public sectors, as well as other academic initiatives such as the post-Bachelor degree in Gastroenterology Nursing ([Certification No. 111 2016-2017](#), 2015-2016-16 AS, 17-2016-2017 AB, and [53-2015-2015 UPR AB](#))

UPRA's outreach not only serves the interests of the local surrounding community; its students and faculty have also made their mark on the national and international front. Scores of students and faculty have transcended local demographics and made a noticeable impact in national student exchange programs and/or cultural, science, and sports competitions. Additionally, UPRA research initiatives serve immediate needs of the community and have been presented internationally.

These outreach ventures are in line with UPRA's Mission and General Education goals—the successful linking of theory and praxis, aimed at expanding a culture of research in its faculty and student body alike. In the light of its past and present success, UPRA looks forward to continue its mission as an educational beacon to a challenging and bright future.

Institutional Strategic Plan: *Horizon 2020*

The [*Strategic Plan 2015-2020: Horizon 2020*](#) was implemented in 2015 and comprises eight (8) strategic areas and goals, each of which is aligned with the mission (See Table 1). Also, this Plan was aligned to UPR's *Strategic Institutional Plan 2017-2022* titled [*A New Era of Innovation and Transformation for Student Success*](#) to ensure compliance and continuance of UPR's systemic efforts of strengthening Academic Environment, Research and Creative Work, Technological Culture and Sustainable Management.

Table 1. Institutional Strategic Plan: Strategic Areas and Goals 2015-2020

Strategic Areas	Goals
Curriculum, Teaching And Learning	Goal 1: Offer competitive and current academic curricula supported by the various teaching modalities.
Research And Creative Endeavor	Goal 2: Promote a University culture of academic research and creative work.
Recruitment, Retention And Student Services	Goal 3: Promote recruitment strategies and provide students the best quality of services and environments for their well-rounded development, from admission to graduation.
Community And Institutional Image	Goal 4: Strengthen effective communication and services to the external community.
Planning And Resource Management	Goal 5: Promote efficiency in administrative processes through strategic planning and the management of fiscal and human resources supported by a continuous evaluation and improvement of programs and services at all levels.
Technological Development	Goal 6: Foster technological updating according to the needs of the of the University community.
Physical Infrastructure	Goal 7: Update, maintain and expand the buildings, equipment and spaces of the campus.
Safety and Security	Goal 8: Ensure a safe work and study environment for the entire university community.

The process for the operationalization of UPRA's Strategic Plan begins by identifying the academic and administrative priorities that are aligned with institutional resources. Appendix A presents how the cycle of assessment, strategic planning, and budget distribution have been implemented at UPRA. Some of the most innovative academic activities or projects that have accomplished, and that emerged from the priorities identified from this process in the last two years, are:

- Completion of the last construction phase of the Learning Commons facilities. (Goal 1)
- Preservation of specialized accreditations. (Goal 1)
- Inclusion of integrative research projects such as the: Arecibo Community Environmental Education Center (EPA), Jaguey Multidisciplinary Research Center at Camuy River Caverns National Park (PR Sports and Recreations Department), Study Tools for Undergraduates: Discover and Explore New Technological Services (DE) and the Social Research Observatory ([Certification No. 2016-17-09 AS](#)). (Goal 2)
- Implementation of the Return of Investment (ROI) reports, which document all publications to the media such as social media, radio, newspapers, among others. (Goal 4)
- Improvement in the technological infrastructure. A major technological installation project was completed in the acquired facilities of the former Martin Diego Delgado Elementary School. (Goal 6)
- Acquisition of facilities (4,000 m²) which includes three buildings (15,000 square feet) of the former Martin Diego Delgado Elementary School. Currently, seven (7) classrooms were refurbished. (Goal 7)

In general, this systematic approach has guided constituents in the process of identifying and aligning the goals and objectives of the Institutional Strategic Plan and serves as a guideline to face the continued challenges and identify resources needed to achieve UPRA's mission. Additionally, it has also served to strengthen the communication with UPRA's constituents and the external community to support these and other academic and administrative initiatives.

Substantive Narrative Analysis

Requirement of Affiliation 3

The following section of the report includes a brief description of the events leading up to the student conflict and reflects the actions taken to ensure continuance of academic and administrative activities. UPRA presents evidence to demonstrate that it was operational, with students actively pursuing its degree programs, in compliance with the Requirement of Affiliation 3.

Discussion of Events

UPR General Student Council (GSC) decided to hold an extraordinary general assembly on April 5, 2017 to discuss the UPR system's situation, their plan of action, resolutions, and future outcomes. As a precautionary measure in order to avoid any conflict with students' right to assemble, the former Interim Chancellor decided to call an extraordinary faculty meeting on the same day to discuss the budget distribution and the economic situation of the UPR System. The courses impacted by the faculty meeting were reassigned in the academic calendar. Figure 1 shows a summary of these events. Also, a detailed chronology is presented on Appendix B.

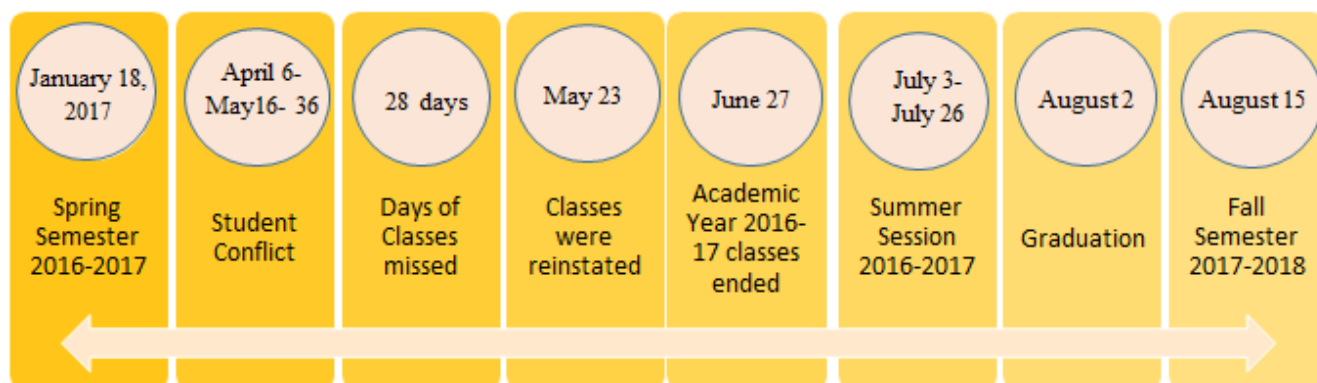


Figure 1. Summary of Events for the Second Semester 2016-17

On April 6, 2017, the students' stoppage began at UPRA. In order to ensure the safety of all parts involved in the conflict, the former , in collaboration with the Campus Security, conversed with student leaders to implement some security measures and negotiate access to campus for herself, her staff, non-faculty members from key offices, researchers, students conducting projects, and maintenance workers, among others.

As a result of this agreement with student leaders, the Deans for Academic, Student and Administrative Affairs were in close contact with their respective personnel, which permitted Department Chairs to monitor students in their practicum, research, health-related clinics, internships and other community-related projects. Additionally, many student services continued to operate, such as admissions, registration, and financial aid processes. Other sectors persisted in their work such as in the meetings and work of the Academic Senate, Administrative Board, the faculty, and the non-teaching staff to ensure continuance of any administrative work to be

carried out in the areas of budget and finance, among others. On this particular matter, a formal statement was issued to instruct the faculty about precautionary measures and the access of researchers and other personnel to the institution. The statement also served as a reminder of the university's non-confrontation policy ([Exhibit 1](#))

At all times during the student conflict, an atmosphere of cordiality and respect for all sectors involved prevailed as stated in the Non-Confrontational Policy ([Certification 2001-02-29 AS](#)) and the Policy of Peaceful Coexistence ([Certification 38 2015-2016 GB](#)). Moreover, the Dialogue Committee was established to ensure transparency, open dialogue, and exchange of information. Exhibit 2 presents evidence of said meetings and progress ([Exhibit 2](#)).

Moreover, the former Interim Chancellor met with her staff and the faculty (April 19) and non-teaching staff (April 25) to discuss important matters related to the University budgetary situation and to discuss the administrative plan to make up with the academic calendar.

The Dean for Academic Affairs coordinated with the Faculty proactive actions to guarantee the continuity of the academic calendar. Measures taken included:

- Continuity of academic programming processes and first year students' academic program design. Department Chairs prepared the course programming for the 2017-2018 first semester calendar which allowed the registration process to begin on April 24, 2017 as scheduled on the academic calendar. Online assistance was provided by Department Chairs during the registration period. By May 18, 2017, the amount of students enrolled was over 2,900 in courses for the fall of 2017-2018 AY.
- Continuity of course offerings and clinical laboratories that were undertaken off-campus. This was fundamental, especially in the case of the Nursing Department because approximately 64% of its academic offering consists of clinical laboratory experiences. A total of 404 students were impacted by this measure.
- Continuity of courses consisting of supervised external practicum experiences offered by the departments of Office Systems, Tele-Radial Communications, Nursing, and Education.
- Continuity of on-campus research scheduled projects and activities from the Biology ([Exhibit 3](#)) and Physics and Chemistry Departments.
- Continuity of the COOP Institutional Program in the practice centers.
- Availability of sustained electronic communication with students with the purpose of maintaining close ties with them.
- Continuity of faculty and student's research and creative endeavors
- Completion and submission of specialized accreditations reports.
- Continuity of departmental and institutional budget analysis.
- Completion of academic programs assessment reports.
- Compliance with quinquennial evaluation reports of academic programs.
- Completion of scheduled workshops and conferences.
- Continuity of the scheduled short courses and services of the Division of Continuing Education and Professional Studies, operating in the facilities of the Antonio Luchetti Vocational High School of Arecibo.
- Compliance with auditing reports from Nursing and Computer Science departments.
- Compliance with the Follow up Reports from Nursing and Education.

- Compliance with the Veteran's Report.

The Dean for Student Affairs coordinated out of campus temporary facilities with key Admissions, Student Financial Aid and Medical Services personnel to guarantee continuance of student services. Other actions include:

- Continuous work on all aspects of admission processes for first year students.
- Completion of scheduled athletic and cultural activities

The Dean for Administrative Affairs coordinated continued tasks despite the limited access to the institution. For instance, the Human Resources Department continued its operations of meeting teaching and non-teaching staff who needed certifications for retirement, health insurance, and other related documents. Also, the continuous operation in the construction site of the new Learning Commons facility under Title V was guaranteed. General Services personnel worked on the maintenance of the facilities of the institution. Additionally, continuity and stability of some of the following administrative processes was accomplished, all of which were completed: closing of the IPEDS Spring Collection, MSCHE Institutional Profile and other surveys for federal and state agencies.

Furthermore, the Information Technology Center (CTI) staff accessed campus to continue their work on upgrading and maintaining the technological equipment. Moreover, the personnel from Admissions, Registration, Medical Services, Financial Aid, the Office of Planning and Institutional Research, among others, worked diligently to meet all deadlines.

Guarantee Sustained Length, Rigor and Depth of Academic Offerings

On May 18, 2017, UPRR was the first campus to resume operations taking the following steps to reinstate the organizational excellence that characterizes our institution:

- Amended the [academic calendar \(Certification No. 2015-2016-77 AB\)](#) to ensure required instruction contact hours, in compliance with courses' learning goals and objectives, rigor, and depth. (Evidence of calendars prepared [Exhibit 4](#), [Exhibit 5](#), [Exhibit 6](#), [Exhibit 7](#), [Exhibit 8](#))
- Designed and implemented mechanisms to ensure completion of required instruction contact hours and other related institutional obligations (page 8).
- Implemented strategies which include actions to ensure compliance with credit hour requirements. Academic Departments were required to submit detailed compliance reports.
- Identified the [2017-2018 AY Academic and Administrative Priorities](#) from the *Institutional Strategic Plan: Horizon 2020* and aligned and allocated funds in consideration of the current financial situation. The institution worked on strategies to attend the newly adjusted budget.
- Continued scheduled research activities, which included federal grant-funded projects and programs.

- Continued peer review, classroom evaluations, and learning outcomes assessment to ensure academic excellence.

At the time of the institution's partial shutdown, the academic calendar was well into its third quarter. Faculty members had already administered and graded exams, essays, oral presentations, and other evidence of student learning outcomes utilizing portfolios, research papers and exhibits, among other assessment instruments. Objectives included in course syllabi had been mostly covered and students were cognizant of required coursework and assignments due by the end of the semester. Additionally, students had knowledge of the dates on the academic calendar corresponding to the closing date for the second semester of the academic year. The UPR President and UPRA's former Interim Chancellor frequently communicated with students during the conflict, using official media resources and other forms of oral and written communication.

At all times the faculty was aware of their responsibility to comply with the content of their courses and the corresponding contact hours, as established by the [General Regulatory Handbook of the University of Puerto Rico](#). Moreover, all online and hybrid courses (23 in total) on the Moodle platform were available to professors, and students could see the available course material throughout the duration of the conflict. The Information Technology Center (CTI for its Spanish acronym) provided the required daily maintenance for its proper functioning and delivery.

The Interim Dean for Academic Affairs was in constant communication with the department directors and faculty during the stoppage, by email and an April 9, 2017 face-to-face meeting. ([Academic Directors Meeting Agenda](#)). Moreover, on May 9, 2017, [Circular Letter No. 2016-2017-04](#) was sent with guidelines on alternatives for making up classes missed during the conflict. These guidelines included the use of alternate modalities to make up missed classes, providing professors diverse ways to satisfy compliance of credit hours. This alternative benefited students who had been accepted to internships at universities or industries during the conflict. It also helped graduating students complete the required credit hours, without jeopardizing their ability to attend these unique opportunities of academic and professional growth. As a result, more than 30 students were able to participate in internships in the NASA MUREP Educator institute at Kennedy Space Center, the Marshall Space Flight Center (NASA) in Alabama, at Binghamton University, and Duke University, among others.

Department chairs met on May 20, 2017 to discuss the requirements for their faculty which included written certifications evidencing compliance with the contact hours established for their respective courses. Moreover, they were instructed on the two certified options for completing the contact hours and thus ensuring the academic rigor and quality of instruction [Certification No. 112 \(2014-2015\)](#). A [Compliance with Contact Hours](#) guideline was sent to all faculty members with instruction on how submit said documents for the Dean's perusal.

All faculty was required to comply with the remaining credit hours and evidence completion by submitting the following forms:

- [Make-up Agreement](#)
- [Face-to-Face Class Make-Up Plan Model 1](#) or [Face-to-Face Class Make-Up Alternate Plan](#)

- [Compliance with Credit Hour Certification](#)

Additionally, the faculty who opted for offering 25% of the remaining contact hours (7%) under another modality was instructed to maintain the same academic rigor as face-to-face courses. To evidence course integrity and academic rigor, the faculty was instructed to submit the following documents contained in the [Circular Letter 2016-2017-04](#):

- Readiness form for face-to-face course supported by online component
- Non-face-to-face assessment form
- Non-face-to-face learning experience evaluation form

Any of the methods adopted required an agreement between the students enrolled in the course and the professor offering it. Likewise, the faculty was required to include the documents evidencing the make-up plan and all documents required the department directors and faculty's signature. Moreover, all faculty kept a hardcopy or digital file of the material offered during this period.

Upon resuming the semester on May 23, 2017, the normal progression of academic activities was gradually achieved without any major obstacles. Also, all professors who offered online and hybrid courses as well as all the faculty who participated in the Faculty Resource Network on June, complied with the credit hour requirement. Faculty easily reinserted itself in the teaching/learning process, and the academic departments prepared evidence of compliance with credit hour. Evidence of actions and documents will be available at the exhibit room.

Summer Classes

Traditionally, UPRA offers its summer session in June. However, under this new scenario, it was rescheduled to begin on July 3, 2017 and to end on July 26, 2017. A total of 427 students registered for summer courses ([2017 Summer Calendar](#)) and 50 students enrolled in internships or work practices through the Institutional COOP Program (INTD 4998 and INTD 4995). In addition, a group of 30 students participated in internships during the Summer in universities in the United States, NASA, HACU National Internship Program, and Disney College Program, among others.

Graduation

On August 2, 2017, UPRA celebrated its 47th graduation ceremony at Juan Aubin Cruz Coliseum in Manatí, Puerto Rico. A total of 630 degrees were conferred.

Requirement of Affiliation 8 and Standard 3

University of Puerto Rico System Financial Overview

Puerto Rico continues to experience a historic fiscal crisis. According to data from the Federal Treasury Department, the cumulative economic contraction in the Gross National Product is 14.6%, with a prediction of an additional contraction of 3% for the next two years. The University of Puerto Rico is directly affected by this economic scenario. The Government of Puerto Rico's budget draft for fiscal year 2017-2018 recommended an allocation of \$668.3 million for the UPR from special assignments and \$40 million from other appropriations for a total of \$709.7 million, representing a reduction of \$164 million (-18.81%) from government allocations compared to fiscal year 2016-2017. These reductions were in compliance with amounts indicated by the Puerto Rico Oversight Board established by the Puerto Rico Oversight and Management Stability Act (PROMESA) enacted by the United States Congress in 2016. After some modifications, Figure 2 summarizes the state appropriations for the University for FY 2017-2018.


Table I: UPR State Appropriations from the Government of Puerto Rico Fiscal Years 2016-2017 and 2017-2018			
Amount in Thousands			
Sources of Funds	1	2	3
	<i>Fiscal Year 2016 - 2017</i>	<i>Fiscal Year 2017 - 2018</i>	<i>Change (Col 2-1)</i>
Revenues by Formula 9.6% UPR, Law 2 of 1966	833,929	631,210	(202,719)
Joint Resolutions	38,503	37,111	(1,392)
Other Revenues Government of PR	\$ -	\$ 40,048	\$ 40,048
Total appropriations from Government of PR to UPR	\$ 872,432	\$ 708,369	\$ (164,063)
<div style="text-align: right;">  <u>-18.81%</u> </div>			
Notes: 1. <i>State Special Funds are not included since the UPR does not receive these funds from State Special Assignments directly. The estimated budget refers to projects where the UPR is subcontracted by another Agency or Municipality through the reimbursement mechanism.</i> 2. <i>Other Income It does not include funds from the Gambling Law that come to UPR through the Tourism Company</i>			

Figure 2. UPR State Appropriations from the Government of Puerto Rico

In compliance with the Puerto Rico Oversight Board requirements, the University of Puerto Rico Board of Governors approved the *UPR Fiscal Plan* on July 31, 2017 (Certification 29) to meet its fiduciary responsibility while maintaining institutional integrity, financial sustainability, fulfilling its mission, and supporting its academic offerings. The plan's guiding principles were:

- Protect the human, financial, technical, and capital resources necessary to succeed in the attainment of the UPR vision and mission.
- Implement the *UPR Strategic Plan 2017-2022* based and its four major areas of endeavor (educational environment, research and creative work, service to diverse communities, and sustainability) to achieve student success.
- Prioritize administrative and academic transformations that are guided by efficiency and effectiveness criteria.
- Reorganize administrative and academic support services at UPR system
- Exercise financial responsibility regarding specific revenues and expenditure measures to support achievement of strategic and sustainable management goals.
- Implement expense reduction measures at the UPR Central Administration, including operating and general expenses, and system service costs.
- Diversify revenues through tuition increase, patents, government and UPR contractual agreements (Executive Order 2017-021), online academic offerings, collaborative agreements with the Department of Education and with local municipalities, and other initiatives such as the medical cannabis project.

The UPR is undertaking a substantial restructuring of its operations and identifying a number of revenue generating initiatives and expense containment measures to address the reduction in government appropriations and funding. Thus far, and by implementing all the above stated measures, the UPR will be in a position to accomplish its mission and continue to serve the people of Puerto Rico (See [UPR's budget and Fiscal Plan](#))

UPRA Financial Overview

On July 26, 2017, UPRA received its approved budget by [Certification No.21-2017-2018 GB](#). The actions taken by the government including the Fiscal Supervision Board present a great challenge for the Institution. To mitigate this decrease in funds, the Institution has been continuously making adjustments to its budget by reducing expenses and maintaining cautionary and attrition measures adopted since 2009 (UPRA Self-Study, p.38) to improve the efficiency in the use of public funds. It has also generated new operational economies to meet the budgetary challenges without impairing the Institution's commitment to its mission, goals, and objectives and has upheld the continuous institutional and specialized accreditation processes.

Additionally, different groups are working expeditiously to generate initiatives and identify new sources of funding such as fundraising campaigns, public and private funds through the Department of Continuing Education and Professional Studies (DCEPS), External Resources and the Center for Research and Creative Endeavors (CIC), among others, in order to continue our path toward academic excellence.

This section presents evidence of how the Institution continues to strengthen its resources by making efficient and effective use and distribution of the available human, fiscal, and physical resources for the optimal academic offerings. Also, it presents the initiatives that have been taken to increase and diversify its sources of revenue from state and federal agencies. The Institution will present a comprehensive plan to mitigate the economic impact in April 18 as part of the MSCHE Annual Report.

Allocating and Aligning Resources to the Strategic Plan

The Institutional Strategic Planning Committee identifies institutional priorities based on UPR's and UPR's strategic plans, an analysis of the institutional research reports, and the assessment data results on institutional effectiveness. UPR's strategic planning processes work to ensure compliance with its mission in the vigorous production and dissemination of knowledge through teaching and research in the areas of arts, science and technology, the development of a rich research culture, and the strengthening of its ties with the external community. In this process, university constituents, the Strategic Planning Committee and the Committee for Budget Analysis, Allocation and Distribution of Resources collaborate to align strategic planning and budget initiatives, efforts mandated by the Administrative Board ([Certification No. 2010-2011-53 AB](#)). From the Strategic Plan, the Institution identifies the *Academic and Administrative Priorities* for the next academic year (2017-18, [Cert. No. 2016-17-48 AB](#)) and allocates resources accordingly.

Integrated to the Institutional Strategic Plan is an Action Plan. The [2015-2020 Action Plan](#), also is used as a guide to identify the activities to be completed each academic year and thus ensure compliance with the Institutional Strategic Plan. The priorities that stem from the Action Plan are assessed from different institutional documents such as annual and assessment reports, the self studies from the accreditation agencies, and reports from the Comptroller's Office, among others. The Institution's administrators identify issues that require corrective actions to allocate its resources. In addition, the Institution has collected 22 Key Performance Indicators (KPI) indicators that measure the operationalization of the Strategic Plan: Horizon 2020 as stated in [Certification No. 2016-17-47 AB](#) that will be implementing a dashboard for the academic year 2017-2018. This process has served to redirect institutional resources toward the areas in most need. On average, more than 80% of these priorities are completed through this systematic process since its implementation in 2005-2006.

Current Allocation of Resources

UPR's Operating Budget has averaged \$32.1 million. The major source of our budget comes from the General Fund Budget. As shown in Table 2, the assigned General Fund Budget for FY 2017-2018 illustrates the main sources of funds assigned to the Institution for the past five (5) years. The assignment of fund was based on the guidelines issued by the Central Administration Office and approved by the Board of Governors. The approved budget for UPR for the FY 2017-2018 is \$30,509,778 as stated in [Certification No. 21-2017-2018 GB](#). When compared to previous fiscal year's allocated budget, it represents a decrease of \$3,024,552 (9.0%).

Table 2. UPRA's General Fund Budget AY 2013-14 to 2017-18

Academic Year	Assigned Budget	Administrative Board Certifications Numbers
2013-2014	\$31,248,299	2013-2014-05
2014-2015	\$33,860,755	2014-2015-03
2015-2016	\$33,622,330	2015-2016-04
2016-2017	\$33,622,330	2016-2017-01
2017-2018	\$30,509,778	2017-2018-03

The summary of the consolidated budget for FY 2017-2018 and the projected to 2020-2021 is illustrated in Table 3. This table illustrates the effect of the economies implemented by the Institution.

Table 3. Actual and Projected Consolidated Budget by Resource Sources FY 2017-18 to 2020-21

Budget Summary	Academic Year			
	2017-2018	2018-2019	2019-2020	2020-2021
Approved and Projected Budget	\$30,597,778	\$ 29,068,000	\$ 25,772,703	\$ 23,020,162
General funds	\$30,597,778	\$ 29,068,000	\$ 25,772,703	\$ 23,020,162
Payroll	20,575,634	19,476,632	17,109,270	15,131,828
Faculty Staff	13,905,303	3,148,542.71	11,518,404	10,156,760
Non-teaching staff	6,335,551	6,010,047.05	5,308,879	4,723,197
Benefits	334,780	318,042	281,987	251,871
Employer's contributions	7,366,026	6,996,632	6,200,920	5,536,267
Employer's contributions (SS., Medicare, FS and Unemployment)	1,899,552	1,803,462	1,596,474	1,423,579
Retirement System-UPR	2,716,925	2,581,089	2,288,483	2,044,072

Budget Summary	Academic Year			
	2017-2018	2018-2019	2019-2020	2020-2021
Medical Services and Pharmacy Plan	2,737,009	2,600,168	2,305,400	2,059,182
Other benefits of Employee Contributions	12,540	11,913	10,563	9,434
Employer contribution Medical Plan - Retired	-	-	-	-
Facilities and Payments for Public Services	1,428,389	1,428,389	1,428,389	1,428,389
Electricity	1,231,000	1,231,000	1,231,000	1,231,000
Water and Sewerage	175,000	175,000	175,000	175,000
Telephone, Internet, and Communication Services	22,389	22,389	22,389	22,389
Operational Expenses	1,227,729	1,166,347	1,034,124	923,679
Materials, Supplies, and Fuel	272,660	259,028	229,663	205,135
Buildings and repairs	205,436	195,165	173,040	154,559
Equipment and Land Leasing	115,200	109,440	97,034	86,670
Professional and Advisory Services	20,940	19,893	17,638	15,754
Security and Surveillance Services	265,450	252,178	223,590	199,711
Student Medical Insurance	83,000	78,850	69,911	62,445
Travel expenses	70,100	66,595	59,046	52,740
Specialized Accreditations	31,593	30,013	26,611	23,769
Subscriptions, Magazines and Books - Libraries	98,000	93,100	82,546	73,730
Equipment	5,000	4,750	4,212	3,762

Budget Summary	Academic Year			
	2017-2018	2018-2019	2019-2020	2020-2021
Assistantships and Stipends to Students	-			-
Research Projects shared funds	-			-
Miscellaneous expenses	60,350	57,333	50,833	45,404
Federal Funds	\$18,112,000	\$ 18,461,000	\$ 18,879,800	\$ 19,382,360
Federal Funds	\$18,112,000	\$ 18,461,000	\$ 18,879,800	\$ 19,382,360
Scholarships and Stipends	16,367,000	16,367,000	16,367,000	16,367,000
Research and Teaching Projects, Service Contracts with Federal Government, AWARD and Permanent Improvements	\$1,745,000	\$349,000	\$418,800	\$502,560

UPRA's administration along with Central Administration's Budget Office have taken a strong lead communicating, monitoring, and ensuring cost control measures and guidelines for distributions of resources; multiple measures have been taken to verify the successful and effective deployment of financial resources. Several measures, also included in [Certification No. 21-2017-2018 GB](#) have been institutionalized to ensure the integrity of our academic offering and student support services.

Moreover, UPRA has taken a proactive approach in order to identify and ameliorate the impact by implementing several economies to improve the efficiency in the use of human and fiscal resources. The strategies include the redistribution of the tasks of administrative personnel and restructuring institutional processes, and making more effective use of available technology. Some cautionary measures are:

- Continuation and adoption of additional systemic and institutional precautionary measures
- Revision of the budget allocated for operational expenses (purchases, lease contracts, professional services contracts, travel expenses, replacement of equipment)
- Revision of budget distribution for utilities, fuel, security, and surveillance service
- Elimination of the nonrecurring special bonus and uniform subsidies for maintenance employees
- Reduction in the employer contribution to all employee's medical insurance from \$695 to a fixed amount of \$600 per month
- Reduction of the Christmas bonus by 47% (from \$1,125 to \$600)

- Administrative reengineering to reduce expenses
- Attrition of teaching and non-teaching positions
- Increase in the number of lecture hall classes
- Increase in online course offerings
- Inactivation of 34 articulated transfer programs

Diversification of Funding Sources

One of the objectives of the Strategic Plan is to strengthen the procurement and management of financial resources from internal and external sources (Objective 5.6). Therefore, the Institution is continuously making efforts to increase and diversify external resources by developing strategies to obtain and maintain operations using federal and private funds. Tables 4 and 5 present a breakdown of external resources received by source of funds during the current fiscal year and the projected fiscal years 2020-2021. The largest amount received is from state funds, obtained by DCEPS projects (Appendix C) financed by the local Department of Education and other agencies.

Table 4. Budget and Projections for General and External Funds Academic Years 2017-18 to 2020-2021

Description	Budget Projections			
	2017-2018	2018-2019	2019-2020	2020-2021
Budget General Funds *	\$ 30,597,778	\$ 29,068,000	\$ 25,772,703	\$ 23,020,162
Budget External Funds **	\$ 21,040,284	\$ 21,447,849	\$ 21,926,386	\$ 22,489,878

Table 5. Received and Projected External Funds by Source 2016-17 to 2020-21

Sources	Funds Received	Projected Funds			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
State Funds	\$ 1,152,349	\$ 1,439,923	\$ 1,468,721	\$ 1,498,095	\$ 1,528,057
Private Funds	\$ 138,421	\$ 141,190	\$ 144,013	\$ 146,894	\$ 149,831
Federal Funds	\$ 1,137,551	\$ 1,160,302	\$ 1,183,508	\$ 1,207,178	\$ 1,231,322
Other Funds	\$ 183,205	\$ 186,869	\$ 190,607	\$ 194,419	\$ 198,307
Total	\$ 2,611,526	\$ 2,928,284	\$ 2,986,849	\$ 3,046,586	\$ 3,107,518

Also, UPRA has developed an external funding acquisition support infrastructure provided by the Center for Research and Creative Endeavours (CIC) and the External Resources Office (ERO). These external federal funds received from the US Department of Education, Title V and Student Support Services Program and other federal agencies representing over \$1M, also account for substantial amount in external resource allocations. Figures 3-5 illustrate the actual and projected trend for general and external external funding.

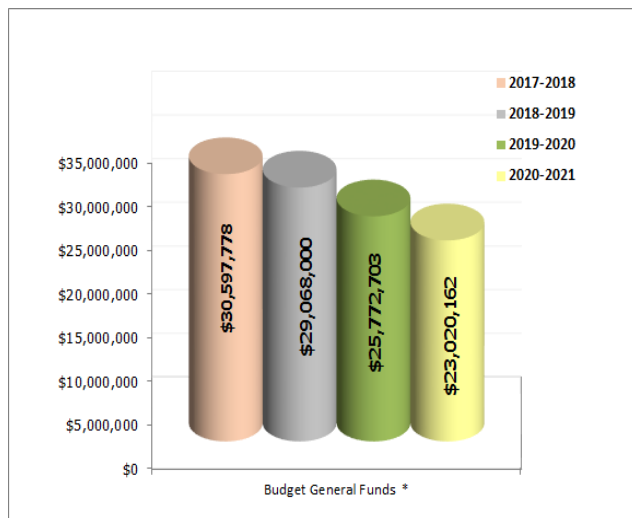


Figure 3. Budget General Funds*

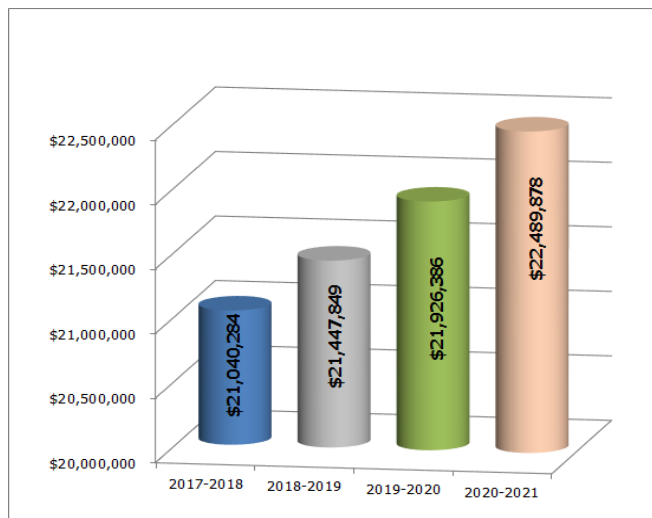


Figure 4. Budget External Funds**

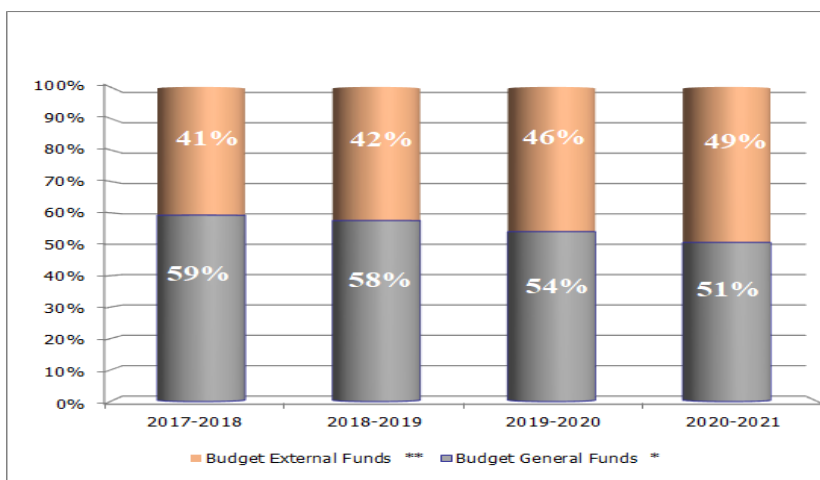


Figure 5. General and External Funds Allocations

UPRA is currently implementing the final stage of the grant “Improving Students Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic

Support Services” (\$3,250,000) awarded by Title V program of the Federal Department of Education. The main objective of the grant is to improve underprepared incoming first year students’ basic skills and enhancing the General Education program offerings through the implementation of learning communities. Another grant is the Student Support Services Program directed to expand the chances of success of first generation university students who qualify (Appendix D)

In order to support institutional development, we continue submitting grants to federal agencies, such as: NSF, NASA, DoE, DoD, EPA. During the present semester, we are expecting approval for DE-MSEIP (\$7500,000) and DoD-Oak Ridge (\$50,000) submitted proposals. During the present academic year, funding was awarded by EPA for the Arecibo Community Environmental Education Center at UPRA (\$80,000). A Tactical Plan ([Procurement and Management External Financial Resources](#)) was developed to guide the Institution and ensure effectiveness in this process.

Table 6 and Figures 6-8 illustrate the total amount of general external funds that were incorporated into the actual UPRA’s budget (2017-18) and projected (2018-19 to 2020-21); they also present the distribution of funds by source, the budget allocation of salaries, fringe benefits, and other expenses that will be expected for the following years.

Table 6. Actual and Projected Budget Projections by Program 2018-19 to 2020-21

Program	Budget Projections			
	2017-2018	2018-2019	2019-2020	2020-2021
Salaries	20,575,634	19,476,632	17,109,270	15,131,828
Fringes Benefit	7,366,026	6,996,632	6,200,920	5,536,267
Teaching Assistantships-Materials, Services and Supplies	1,152,629	1,095,002	970,867	867,176
Travel	70,100	66,595	59,046	52,740
Equipment	5,000	4,750	4,212	3,762
Utilities	1,428,389	1,428,389	1,428,389	1,428,389
Totals	\$ 30,597,778	\$ 29,068,000	\$ 25,772,704	\$ 23,020,162

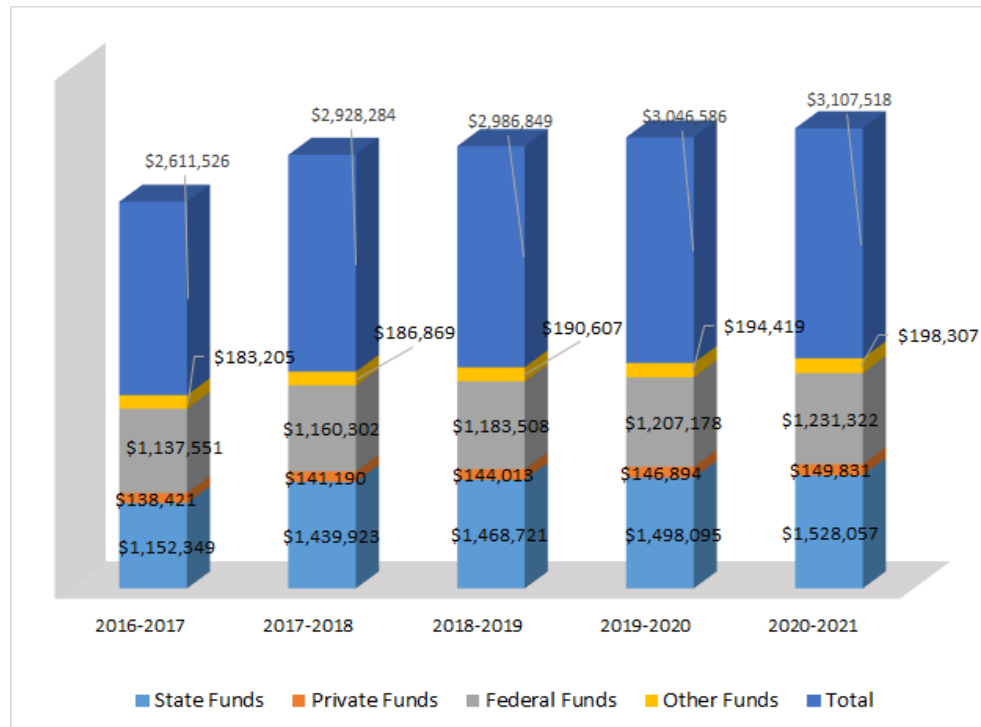


Figure 6. General and External Funds Allocations

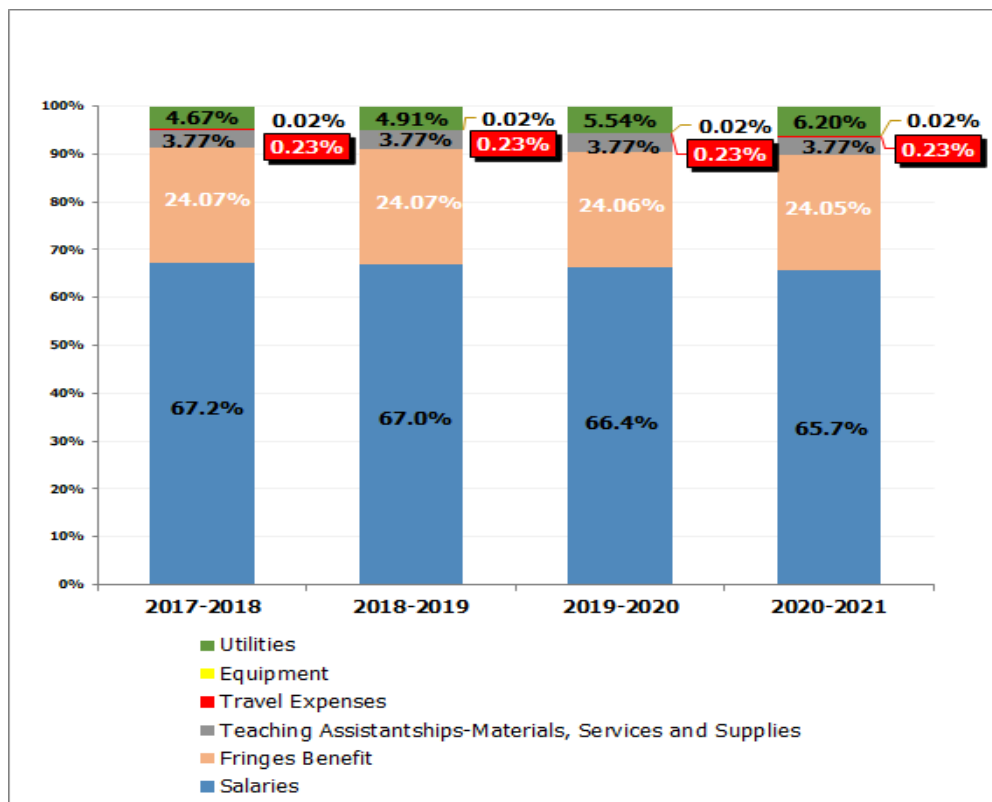


Figure 7. Operating Expenses and Benefits

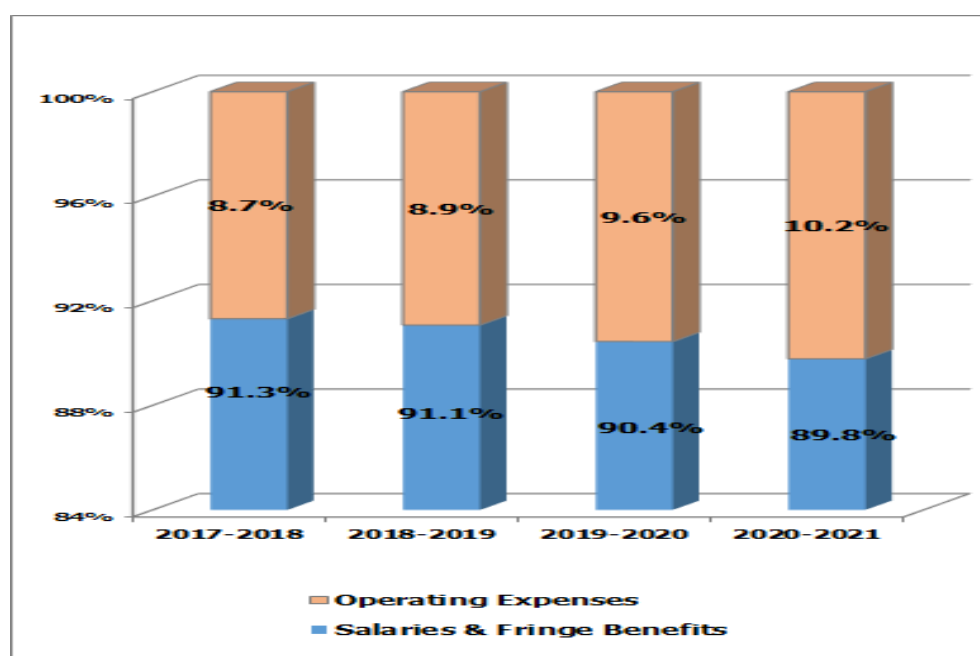


Figure 8. Budget distribution and projections by Category Expenses

Institutional Initiatives to Generate Funds

Currently, the Institution is working on identifying new sources of revenue. One of the most recent proposals that is being negotiated is the Proposal for Women's Entrepreneurship Development from the Department of Economic Development and Commerce of Puerto Rico. It is a program designed for women who are interested in establishing small or medium-sized enterprises. It consists of a portal where participants will find all the necessary information to turn an idea into a business. This portal will include webinars, video tutorials, templates and virtual counseling. The estimated revenue for this proposal is \$ 250,000.

In addition to institutional measures, the academic departments have defined strategies to provide additional resources to supplement those received from the general budget. As part of the reduction measures, the contribution for materials and professional improvement funds from the general budget was reduced. To address this reduction, all academic departments began the process of evaluating and implementing strategies to generate funds which include: writing proposals, coordinating activities such as workshops, training, and seminars, among others. These initiatives thus far have generated \$113,424.67. Additionally, the university library projected revenue for 2017-2018 is \$42,667.90 which represents an increase of 2% from last year. Table 7 shows expected revenues for the academic and general education departments.

Table 7. Expected Revenues per Department AY 2017-2018

Department	Year	Average Funds(\$)
Physics and Chemistry	2017-2018	18,200
Biology	2017-2018	16,600
Office Systems	2017-2018	5,000
English	2017-2018	17,000
Spanish	2017-2018	15,000
Nursing	2017-2018	15,050
Social Sciences	2017-2018	1,500
Education	2017-2018	1,000
Library	2017-2018	42,668
Counseling and Psychological Services	2017-2018	3,750
Humanities	2017-2018	22,000
Computer Sciences	2017-2018	4,000
Business Administration	2017-2018	2,200
Total		163,968

Other institutional initiatives that are also considered as part of the strategies proposed in the Procurement and Management External Financial Resource Plan and that was implemented this academic year, include the offerings of:

- Online certificates, webinars and programs. The registration fees for online offerings will increase the regular revenue in a range from 5 to 15%. The online offerings has increased from 11 courses in the academic year 2015-2016 to 32 in the first semester 2017-2018.
- Professional development for alumni and the general community. The Nursing Department is implementing the Post Bachelor Degree in Gastroenterology Nursing during the second semester 2017-2018. This program is projected to give the Nursing Department a revenue of \$155,510 in five years.
- Collaborative agreements with the external community. All accredited programs have active Advisory Boards supporting and sponsoring the programs. The Physics and Chemistry Department received a donation of \$150,000 in advance scientific equipment during the 2017-2018 academic year.

Also, UPRA has identified other measures that are managed by other units and do not represent additional costs to the Administration. One of these units that help promote the professional development, academic and research activities for the faculty is the Center for the Professional Development of the Faculty (CPDF). Activities include workshops, seminars, conferences, and symposia related to teaching endeavors. The Center for Research and Creative Endeavors (CIC) also promotes faculty development, particularly in the writing of grant proposals awarded to faculty for their research projects at institutional, national and international congresses and symposia. This evidences the Institution's commitment to maintaining excellence.

In addition to institutional activities, the faculty participates in activities sponsored by local educational projects, such as the Puerto Rico Louis Stokes Alliance for Minority Participation (PR-LSAMP) which annually sponsors the Best Practice Conference on Teaching and Learning, the Junior Technical Meeting (JTM) and the Puerto Rico Interdisciplinary Scientific Meeting (PRISM).

Moreover, the Institution, with the goal of fostering diverse modalities that respond to the development of our faculty and students, implemented the Internationalization Policy, approved in [Certification No. 2016-2017-16](#), which will work to internationalize the campus and strengthen its support systems and technological infrastructure, online services and other forms of communication.

State U.S. Department of Education Eligibility

UPRA is committed to comply with federal regulations as stated by Cert. 34-CFR 5.1, 5.1.2. Therefore, regular updates have been provided to the U.S. Department of Education regarding Title IV funds and our eligibility status.

On April 7, the Institution received a request from the Department of Education requesting information on the amount of scheduled classes missed and how the institution administered Title IV funds during the conflict. The institution immediately responded by sending a letter to Sherry Blackman, Institutional

Review Specialists, stating that: 1) every scheduled class day missed would be made up as soon as operations would resumed; 2) The institution's plan includes extending the academic calendar to make up for each affected day in an uninterrupted manner. Therefore, classes would meet on Saturdays, Sundays and holidays, if needed, to make up for the days and comply with the 15 hours/ per credit established.

Regarding the administration of Title IV funds, on March 27, 2017, UPRA reached 60% of the payment period according to the calendar for the second semester of the academic year 2016-17.

Since April 6, the first day of the conflict, the institution has: 1) worked with the Federal Work Study payroll that covers the working period of March and which payment date is April 17, 2017; 2) the PELL, FSEOG, Direct Loan payroll processes, including the request for funds in G5, had been completed prior to the commencement of the class interruption; and 3). Any other pending payroll, such as Pell grant, will be processed as soon as classes are resumed. Moreover, it continuously informed students of the outcomes of the reports.

On April 27, 2017, UPRA was notified that it is ineligible for Title IV student aid programs. We serve students from the northern region of Puerto Rico whose income per capita is low; approximately 84% of our students receive financial aid from Title IV funds and other Federal grants. These funds are awarded to UPRA to benefit students with low-income backgrounds, who are usually first generation college students. Therefore, not having access to said funds would have a detrimental effect. On May 23, 2017 the classes resumed and immediately UPRA filed for the reinstatement of its eligibility to receive Federal funds. Documents sent to the Department of Education include:

- academic calendars which clearly state the start and end dates for each semester and summer session in 2016-2017 and 2017-2018 including both the original dates, as well as the revised dates in your adjusted academic calendar
- Documentation demonstrating that attendance was supervised and registered
- The number of R2T4 calculations performed (if applicable)
- NSLDS to ensure all Perkins loan records

On June 26, 2017, Dr. Jeremy Early, Compliance Manager of the New York/Boston School Participation Division of U.S. Department of Education, notified the Institution that when a school is no longer eligible to participate in Federal Title IV Student Aid programs, the school must liquidate its Perkins loan portfolio and Perkins revolving fund.

On July 25, 2017, UPRA received a letter from Scott Schramm, Institutional Revision Specialist from the Department of Education, stating that the New-York-Boston Region of the Federal Department of Education has reinstated our eligibility to Title IV funds of the Higher Education Federal Law allowing the institution to participate in student financial aid programs.

Distribution of Human Resources

UPRA has a commitment to excellence in education to over 3,700 students each academic year. To achieve this, on average 91.3% of its operating budget is dedicated to staff salaries. However, the expense measures adopted may vary this percentage. These salaries include fringe benefits that have been negotiated through the reporting period with both the workers syndicate and workers union.

Quality of Classrooms and Innovative Teaching and Learning Technologies

The Institution keeps with current innovative teaching and learning technologies by allocating both external and internal resources for this purpose. Academic departments' individual specialized accreditations serve as evidence of this since teaching, learning technology and the current state of the classrooms are evaluated and implemented at the departmental level. The Information Technology Center (CTI) oversees the acquisition and installation of software, hardware, telephony equipment and maintains the current equipment. One of the most significant projects implemented with external resources is the Learning Communities with the recent grant titled "Improving Students Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic Support Services" with the Title V program of the Federal Department of Education. This project involves the creation of regular and virtual learning communities. It has allowed for the creation of a center for UPRA's learning communities.

A technology fee charged to students along with their tuition also allows the Institution to continually update teaching and learning technologies. Every semester, including summer sessions, students pay a \$25.00 technology fee as stated in [Certification No.70-2004-2005 BT](#). The funds generated by the technology fee are deposited in the Technology Funds of the University of Puerto Rico in Central Administration. This fee was established in order to defray expenses related to technological resources that impact students. The procedure of assigning these funds requires that academic programs and departments submit a proposal each semester, following a specific format stated in the *Guía y Procedimiento para la Utilización de la Cuota de Tecnología en los Recintos de la Universidad de Puerto Rico* (R-1415-28), requesting funds for equipment, software licenses, upgrading local computer and communications infrastructure, among others. These proposals are then evaluated by a committee constituted by the Chancellor, the director of the Information Technology Center (CTI) and representatives from the faculty, Library, and the student body. On average, \$160,000 from these funds has been directly committed to improving technology. These funds have already provided various academic departments and the Library with equipment and specialized software to cater to the needs of the different academic programs.

Students taking science courses that include a laboratory component are charged a \$33.00 fee per semester for each laboratory. The funds generated by this fee go to the UPR general funds and the Budget Office in Central Administration distributes it among the 11 units of the UPR system for their laboratories. There is currently no certification that establishes a method of distribution for the funds generated from the laboratory fees. The amount received by each unit varies each

year. However, Faculty and students have expressed their wish for the laboratory fee to be distributed to academic departments proportionally to the number of laboratory courses it offers.

Every year the Office of Budget requests information from each academic department about their facilities and existing necessities for their classrooms and laboratory spaces. The information is requested through the Dean for Academic Affairs who asks each Department to submit the Updating of Classrooms and Laboratories (*Puesta al Día de Salones y Laboratorios*) document detailing specific equipment, materials and physical plant needs or services required to upgrade their classrooms and laboratory facilities in such a way as to keep up with the demands of our students and the rapidly changing educational environment.

The institution keeps with current innovative teaching and learning technologies by allocating both external and internal resources for this purpose. An example of this is our grant for the project “Improving Students Learning Outcome through the Implementation of Learning Communities and Enhanced Academic Support Services” with the Title V program of the Federal Department of Education which not only involves regular student communities but also virtual learning communities.

Improvement and Renewal of Other Institutional Resources

Integration of technology into various administrative and academic processes.

Despite the budgetary constraints, the Institution has continued to seek alternatives to improve the physical and human resources that will, in the long term, improve the efficiency of several academic and administrative processes and services. During the 2016-17 the following stand out:

- Tests for the Pilot Project of processing online services began. This system will allow the integration of different departments and offices.
- All the new functionalities and processes of the NEXT and Oracle platform were supported. A new system of online services was implemented, and the Audiovisual Office is already using the system. For more information see <http://servicio.upra.edu>.
- The new platform that complements the NEXT system was implemented. Students can view their courses, grades, flags, register Buckley law enforcement, apply for parking permits, and conduct student assessment of the faculty, among others.
- All the necessary infrastructure for internet communication was wired and installed in the halls of the new Annex building. Projectors integrated to the network and access points to the wireless network were installed (2016-2018).
- A new server for the courses was installed under the new Distance Education Policy (<https://pped.upra.edu>).
- A new high capacity media copying system was implemented.
- The Human Resources Management System (HRMS) was implemented. This program works through Oracle to keep updated information on personnel.
- EMAINT- an online deferred maintenance management program.

Facilities and infrastructure maintenance.

Existing institutional spaces are optimally configured, specially classrooms and laboratories. As part of UPRA's commitment to providing operational and academic excellence and to become the best university in the northern region, the *Framework for Physical Development* was developed ([Certification No. 2016-17-25, AB](#)). This framework serves as a guide to identify the institution's infrastructural needs and develop a yearly plan for systematic improvement ensuring that the Institutional priorities are met.

Based on the Management Priorities and Preventive and Deferred Maintenance Plans some of the recent major areas impacted have been:

- The Elementary School Martin Diego Delgado was acquired to integrate the Buildings to UPRA. There are currently seven (7) rooms completed and available in Building B of the Annexes.
- A seven (7) acre vacant lot and the east wing belonging to the CDT Villa Los Santos was enabled for additional parking spaces.
- A removable ramp was built in an area of difficult access for people with special needs.
- The buildings were painted, maintenance was provided to the green areas, and lighting was improved.
- The indoor court and softball field are being remodeled.
- We continue to paint and design new gardens in our green areas, remodeling the bathrooms.
- We continue painting and designing new gardens in our green areas as well as remodeling the bathrooms.
- Installations of new windows for the classrooms in the 100 and 200 levels was completed.
- The electric system was improved.
- A temporary parking for students to lessen parking and transit problems was prepared.
- Office spaces were renovated including the Associate Deanship for Academic Affairs, the Professional Development of Teaching Center (CDPD) Office, the Honor Program Office and Licensing and Accreditation Office.
- Security camera systems were installed in high-traffic pedestrian areas around campus, including the Library.

Moreover, ongoing construction operations include: DCEPS second level, main building restrooms and Library's Learning Commons facility, this last one will be inaugurated in October 2017.

Assessment

We are committed to increasing the effectiveness of all assessment processes of areas in need of improvement and promoting institutional renewal. One of the mechanisms to assess the institutional effectiveness as stated in the strategic area of Planning and Resource Management (Goal 5 of the Strategic Plan) is: the Annual Management Activity where the academic and administrative staff reports the level of compliance with the priorities set for the previous academic year of their respective areas. In this activity, core issues that must be strengthened by the institution for the following academic year are also addressed. This activity takes place both at the institutional level, under the leadership of OPIR, and at the departmental and office level, and includes participation of all its constituents. Other activities for dissemination of and participation on the *Institutional Strategic Plan* include the Directors Academy, Assessment Day, General Education Day, Institutional Assessment Forum and faculty and deliberative meetings.

Conclusion

The Monitoring Report presents a series of actions and activities that the Institution undertook to sustain compliance with the requirements of affiliation 3 and 8 and Standard 3. As regards to the Requirement of Affiliation 3,

- UPRA's former Interim Chancellor ensured transparency in the communication process between students, faculty, and non-teaching staff by giving them ample opportunity to provide their input regarding decisions that would affect them.
- UPRA guarantees compliance with its mission by ensuring that once classes were reinstated faculty complied with the academic rigor and maintained the quality of instruction.
- The Interim Dean for Academic Affairs and the Registrar diligently amended the academic calendar to ensure continuance of the academic schedule to comply with instruction and academic credit granted for the term.
- During the conflict, all administrative, research, practicums continued as scheduled even though classes were not in session.
- Once classes were reinstated, all academic and administrative work and research continued as scheduled.
- UPRA worked diligently and expeditiously to provide all relevant material for the reinstatement of Title IV funds by the beginning of the 2017-2018 academic year.

In addressing Standard 3 and Requirement of Affiliation 8, UPRA reiterates its commitment to securing economic stability for the continuity and effective accomplishment of institutional mission and goals, including maintaining excellence in all academic activities. UPRA has made great strides in maximizing the available resources, while at the same time meeting the goals and objectives of the Strategic Plan for the benefit of our Institution and the community it serves. It has made extraordinary efforts to achieve reductions in areas that would not affect the academia, specifically by analyzing and redistributing existing funds in alignment with institutional and academic planning. Systemic and unit level measures will be subsidized through the process of

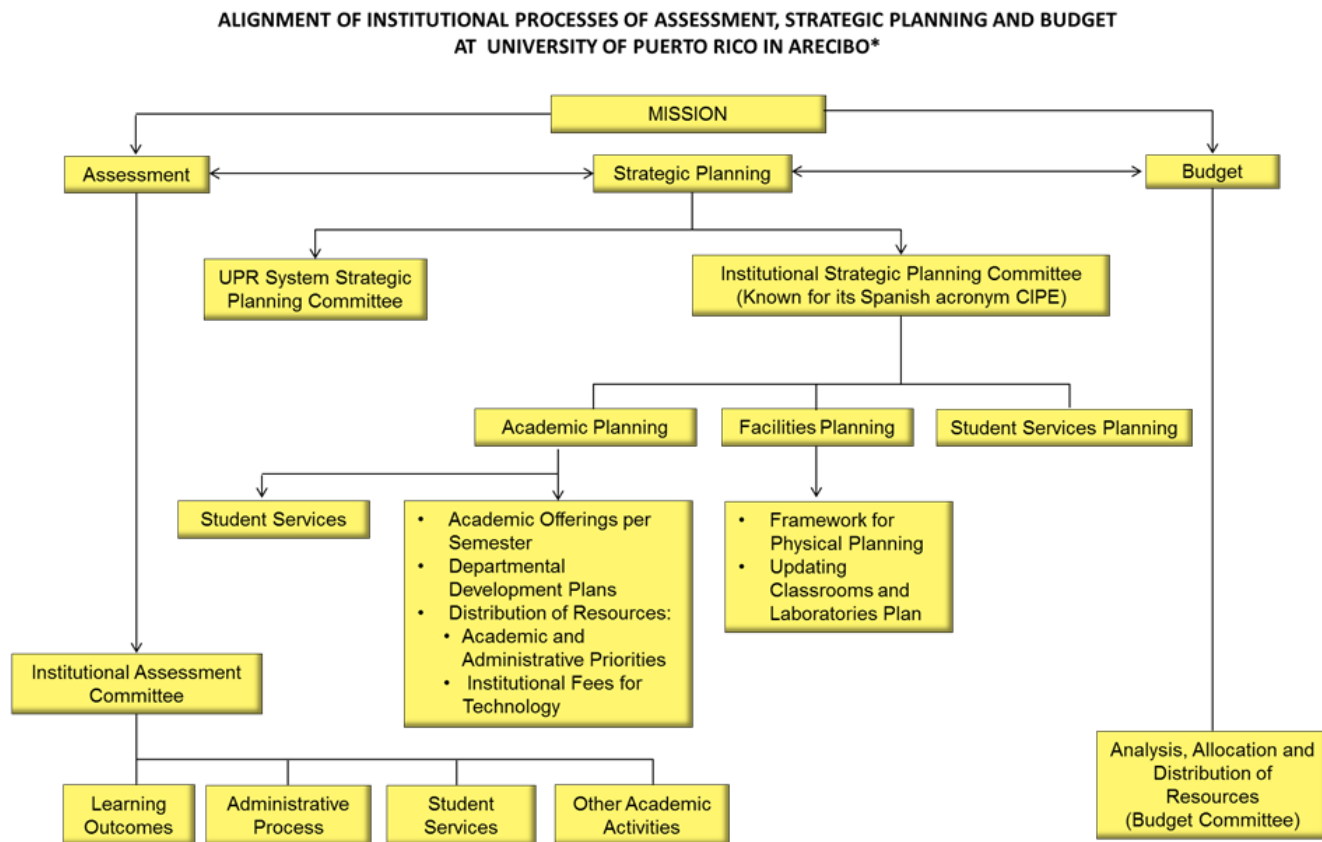
internal redistribution of the existing budget and initiatives of obtaining funds from private, public, and federal sources.

All measures and policies proposed will undergo strict scrutiny and continuous assessment. They will be subject to modifications as their efficacy is evaluated during the implementation stages. Furthermore, the external resources will continue to be monitored to better articulate and generate revenue production in addition to diversifying and broadening funding. Concerted efforts have been made and will continue to diversify and broaden sources of additional funding.

The University of Puerto Rico at Arecibo (UPRA) reaffirms its commitment to its mission, goals, and objectives of providing students a high quality education supported by a network of services. Therefore, it will continue to work diligently to meet the fiscal challenges that lie ahead to sustain our rank as a leading Institution in the north-central area of Puerto Rico.

Appendix A

Alignment of Institutional Processes of Assessment, Strategic Planning and Budget at UPRA



*All committees includes the participation of faculty, non-teaching staff & students

Appendix B

Chronology of events for the Second Semester 2016-17

DATE	EVENTS
April 6, 2017	<p>The student's strike began at UPRA.</p> <p>Several meetings took place, starting this day, between the Interim Dean of Academic Affairs and the Registrar to prepare several possible scenarios to ensure compliance with class time. Other meetings took place on April 12, 24, and 28.</p>
April 7, 2017	The Institution received a request from the Department of Education requesting information about Title IV funds. UPRA responded.
April 9, 2017	The Interim Dean of Academic Affairs made a face-to-face meeting with the Academic Directors to inform of the steps that should be followed during the institutional shutdown and other important academic and administrative matters.
April 18, 2017	UPRA former Interim Chancellor sent a letter to the Department of Education inform the status and the action plan related to the student manifestations and the Title IV student aid programs, including the Federal Work Study payroll.
April 19, 2017	<p>The former Interim Chancellor had extraordinary meetings with the Academic Senate. Other meetings took place on April 27 and May 2, 2017.</p> <p>During an extraordinary faculty meeting, the former Interim Chancellor informed the faculty of the latest developments and reports from the President. Also, a motion was presented for that the Negotiation Committee inform the community of the negotiation process.</p>
April 21-24, 2017	The Intercollegiate Sports event (Justas Interuniversitarias) took place without interruption and in a climate of respect and collegiality.
April 24, 2017	Registration process began as scheduled on the academic calendar
April 27, 2017	UPRA was notified that it is ineligible for Title IV student aid programs.
April 28, 2017	The former Interim Chancellor met with the non-teaching staff to discuss important matters related to the University budgetary situation and to discuss the administrative plan to make up with the academic calendar.
May 2, 2017	The Administrative Board and the Academic Senate met.

DATE	EVENTS
May 9, 2017	The Circular letter No. 2016-2017-04 of the Governing Board was sent to the faculty - <i>Guide for the Creation, Uniform Codification and Registration of Courses at the University of Puerto Rico</i> - It defines possible educational modalities that can be adapted by any of the units of the UPR system, among others
May 18, 2017	The student's strike ended
May 20, 2017	The Interim Dean of Academic Affairs met with all academic department directors to discuss the requirements for their faculty which included written certifications evidencing compliance with the contact hours established for their respective courses.
May 23, 2017	The normal progression of academic activities was gradually achieved.
June 27, 2017	The Academic Year 2016-17 classes ended.
July 3, 2017	Summer session began
July 26, 2017	Summer session ended
August 2, 2017	UPRA 47th Graduation ceremony for Academic Year 2016-17
August 15, 2017	Academic Year 2017-18 classes began

Appendix C

State proposals approved and submitted by DECEP

Academic years 2016-17 through 2019-2020

Proposal	Period	Budget	Status
Employee Training Program	2016-2017 2017-2018	\$64,340.00	A
Professional Development Program for 1 st to 3 rd Graders	2017-2018	\$197,107.92	A
CDA (Child Development Associate) Certification Program	2017-2018	\$11,500.00	A
University Articulation Program	2017	\$500,000.00	A
Training Program for Adults and Displaced Workers	2017-2018	\$16,800.00	S
Out-of-School Youth Outreach Program	2017-2018	\$16,800.00	S
STEM Academy for Secondary Professional Development for Teachers and Student Study and Tutoring Center	2017-2018	\$1,638,094.00	S
STEM Academy for Elementary Professional Development for Teachers and Student Study and Tutoring Center	2017-2018	\$2,917,800.00	S
Service Provider to Provide Professional Development to Teachers, Principals, Support Staff and District	2017-2020	Workshop 6 hrs. -\$1,700.00 Workshop 4 hrs. -\$1,335.00 Coaching - \$635.00 Mentoring- 10hrs.- \$770.00	S
Service Provider to Offer Student and Parent Training	2017-2020	Workshop -\$1,725.00 Short-course -\$575.00 Family experience- \$1,725.00	S
Training program for people who have worked in agriculture	2017-2018	\$17,350.00	S
Employee Training Program in Technology and Programming	2017-2018	\$5,200.00	S
Child Development Associate (CDA) Certification Program	2017-2018	\$19,000.00	S

A = Approved

S = Submitted

Appendix D

External Resources Proposals Approved and Submitted Academic Years 2016-17 to 2019-2020

Proposal	Period	Budget
Planetary Habitability Laboratory (various funding strategies which include funds from NSF)	3	130,000
Conservation Strategy for Amphibians in PR: From Animal Physiology to Species Distribution in Relation to Climate Change and Human Disturbances	1	195,000
Student Tools for Undergraduates: Discover and Explore New Technological Services (Coop-grant with PCUPRA)	5	535,844
Student Support Services	5 2015-2020	1, 538,080
Ismul 2016-17 Nasa Grant*	1	50,000 on average
Improving Student Learning Outcomes through the Implementation of Learning Communities and Enhanced Academic Support Services	5	2,231,905
Arecibo Community Environmental Education Center	1	80,607
The Leading AeroSpace Educational Development (LASED)	4	500,000

* in the period of 10 years it has generated 628,342