

**UPR RIO PIEDRAS CAMPUS  
UNIVERSITY OF PUERTO RICO**



**Show Cause Report to the  
Middle States Commission on Higher Education**

A handwritten signature in blue ink, appearing to read "Luis A. Ferrao".

Luis A. Ferrao, Ph.D.  
Interim Chancellor

A handwritten signature in blue ink, appearing to read "Leticia M. Fernández".

Leticia M. Fernández,  
Interim Dean for Academic Affairs

A handwritten signature in blue ink, appearing to read "Sonia Balet Dalmáu".

Sonia Balet Dalmáu, Ph.D.  
MSCHE Liaison Officer

Due January 25, 2019

**Subject of Supplemental Report**

*To require the institution to show cause, by January 25, 2019, to demonstrate why its accreditation should not be withdrawn because of insufficient evidence that the institution is in compliance with Standard VI (Planning, Resources, and Institutional Improvement), Requirements of Affiliation 11 and 14, and the Related Entities Policy. To note that the institution remains accredited while on show cause. To require a show cause report, due January 25, 2019, documenting evidence that the institution has achieved and can sustain ongoing compliance with the Commission's standards, requirements, policies and procedures, and federal compliance requirements. To require that the institution complete and submit for approval, by January 25, 2019, a comprehensive, implementable teach-out plan.*

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## INTRODUCTION

The University of Puerto Rico, Río Piedras Campus (UPRRP) submits this Show Cause Report as requested by the Middle States Commission on Higher Education (MSCHE) on January 10, 2019. This report is due January 25, 2019 to demonstrate why accreditation should not be withdrawn because of insufficient evidence that the institution is in compliance with Standard VI (Planning, Resources, and Institutional Improvement), Requirements of Affiliation 11 and 14, and the Related Entities Policy. This report addresses the need for evidence in five areas mentioned in the aforementioned letter:

- Documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to ensure financial stability (Standard VI and Requirement of Affiliation 11);
- Updated information on the impact of the Fiscal Oversight Management Board's plan and proposed restructuring on the institution's status and finances (Standard VI);
- An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter (Standard VI);
- A record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis (Standard VI and Requirement of Affiliation 11); and
- Certification by the related entity that it recognizes the Commission's compliance requirements and will ensure that responsibilities of the related entity are fulfilled, including making freely available to the Commission accurate, fair, and complete information through disclosure of information required by the Commission to carry out its accrediting responsibilities (Related Entities Policy; Requirement of Affiliation 14).

In addition, the MSCHE letter of January 10, 2019 requires UPRRP to complete and submit for approval, a comprehensive, implementable teach-out plan. In accordance with Commission policy and federal regulations, the teach-out plan must provide for the equitable treatment of students to complete their education, if the Commission were to withdraw accreditation.

## MSCHE ACTIONS WITH RESPECT TO UPRRP

The following five MSCHE actions provide additional context that is important for understanding the current report:

On May 18, 2017, MSCHE placed UPRRP on probation due to insufficient evidence that our campus was in compliance with: (i) Requirement of Affiliation 3 (institution is operational, with students actively pursuing its degree programs), (ii) Requirement of Affiliation 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 (iii) Standard 3 (Institutional Resources). It noted that the institution remains accredited while on probation.

On February 15, 2018, MSCHE postponed a decision on reaffirmation. It reminded the institution of the Commission's May 18, 2017 action placing the institution on probation because of insufficient evidence that the institution was in compliance with Requirements of Affiliation 3 and 8 and Standard 3. It noted that the institution remains accredited while on probation.

On June 21, 2018 MSCHE noted that UPRRP was informed that UPRRP was in compliance with Requirement of Affiliation 2 (formerly Requirement of Affiliation 3). It postponed a decision on reaffirmation and reminded the institution that it remained on probation due to insufficient evidence of compliance with Standard VI (Planning, Resources, and Institutional Improvement) and Requirement of Affiliation 11. It noted that the institution remains accredited while on probation. In addition, our campus was reminded that federal regulations limit the period during which an institution may be in non-compliance to two years.

On November 15, 2018 MSCHE postponed a decision on accreditation pending receipt of annual audited financial statement and single audit. It reminded the institution of the Commission's June 21, 2018 action continuing the institution's probation because of insufficient evidence that the institution was in compliance with Standard VI (Planning, Resources, and Institutional Improvement) and Requirement of Affiliation 11.

On January 11, 2019 MSCHE noted that the report submitted by UPRRP did not provide the requested evidence and was not conducive to Commission review. It required the institution to show cause, by January 25, 2019, to demonstrate why accreditation should not be withdrawn because of insufficient evidence that that the institution is in compliance with Standard VI (Planning, Resources, and Institutional Improvement), Requirements of Affiliation 11 and 14, and the Related Entities Policy. It noted that the institution remains accredited while on show cause. It noted that federal regulations limit the period during which an institution may be in non-compliance to two years.

## **STRENGTHS AND SIGNIFICANCE**

UPRRP, the most comprehensive campus within the UPR System, is home to the largest and most diverse selection of undergraduate and graduate programs in Puerto Rico as well as the island's most extensive research and library resources (Appendix 1). Founded in 1903 and ranked today as a High Research University by the Carnegie Foundation for the Advancement of Teaching, our campus is distinguished by a vibrant history of service and innumerable contributions that span a wide spectrum of academic disciplines and 127 programs at the undergraduate and graduate levels (Appendix 2). These and related achievements make it the top-rated university in Puerto Rico; the island's foremost site of research; one of the largest Hispanic-serving institutions in the U.S.; as well as a leader in graduate education for Hispanic students in Puerto Rico and at the federal level (Appendix 3). Equally important are our many contributions to Puerto Rican society, as our institution has provided access to affordable, high-quality education for more than a century and thereby buttressed accomplishments that have improved life for successive generations of the population, including the emergence and continued existence of a middle class.

With the largest student population of any university campus in Puerto Rico, today our graduates are employed in virtually all areas of industry, as well as in areas that are

essential to the island's cultural life and its ongoing social and economic development. UPRRP has granted an average of 2,408 degrees annually over the last five years.

As additional evidence of our commitment to excellence, many of our students have continued their education in competitive programs at prestigious institutions in the U.S., Latin America, and [Europe](#). UPRRP graduates occupy important positions at all levels—from entry-level to the upper echelons of leadership - working and excelling in the arts, education, business, finance, healthcare, government, education, biotechnology, computer science, and pharmaceutical research, among other fields. Our campus has educated hundreds of thousands who have helped develop Puerto Rico and positively impacted the quality of life on the island.

While numerous rationales explain why UPRRP should remain accredited, the sections below describe four principal reasons, highlighting the significance of each as well as recent achievements.

### **High-Quality Academic Programs**

UPRRP's programs continually attract top-performing high school seniors and well-prepared students who wish to complete a graduate degree. We have enrolled an average of 15,300 students annually in the last three years, accepting students into 65 undergraduate programs, 41 master's degrees, a Juris Doctor, 5 postgraduate certificates and 15 doctoral programs. Our campus offerings consistently attract the largest number of applicants in the UPR System; in fact, as of January 17, 2019, [2,356 high school students](#) have applied to our programs for AY 2019-2020, which doubles the 2018-2019 applications as first alternative.

The high quality of our academic programs is reflected in our attainment of 55 professional accreditations, more than 90% of susceptible programs (Appendix 4), which is a strategy for fortifying our offerings and related services that has reinforced an institutional culture committed to competition and ongoing improvement. Recently our Graduate Schools of Planning, Science and Information Technologies and teacher's training program were [accredited by the Planning Accreditation Board, the American Library Association](#) and [the Council for the Accreditation of Educator Preparation](#), respectively. Some accredited programs are unique to Puerto Rico, offering students experiences and credentials that are not available elsewhere on the island. For example, our Graduate School of Business Administration is the first public institution in Puerto Rico and Latin America to be accredited by the Association to Advance Collegiate Schools of Business (AACSB), an entity that accredits only the top 5 - 7% of the world's business schools.

UPRRP programs include several that are not offered at any other institution in the island. These include but are not limited to:

- BBA in Applied Statistics
- PhD in Mathematics
- PhD in English
- MS in Public Administration, accredited by NASPAA
- MS in Social Work

- MA Translation
- MA in Cultural Administration

The excellence of our programs is evidenced in strengths in each of UPRRP's 11 colleges and schools. Main strengths are detailed in briefs that each of these units submitted in conjunction with the writing of this show cause report.

- School of Architecture (Appendix 5A)
- School of Communication (Appendix 5B)
- Graduate School of Information Sciences and Technologies (Appendix 5C)
- Graduate School of Planning (Appendix 5D)
- School of Law (Appendix 5E)
- College of Business Administration (Appendix 5F)
- College of Education (Appendix 5G)
- College of General Studies (Appendix 5H)
- College of Humanities (Appendix 5I)
- College of Natural Sciences (Appendix 5J)
- College of Social Sciences (Appendix 5K)

As these reports show, UPRRP's outstanding accomplishments and opportunities characterize our programs at both the undergraduate and graduate levels. For example, in the U.S. context UPRRP ranks sixth in the number of doctorates awarded to Hispanics in science and engineering (Appendix 3). Our academic programs are a key element of the foundation that makes UPRRP the leading research university on the island; their continued existence is critical for the futures of current and prospective students as well as for the academic stability of the UPR System.

In addition to cultivating the critical skills that are needed in the private and public sectors, and thereby launching their professional careers, a UPRRP education makes our graduates more productive citizens. The knowledge, training, and preparation that they receive have an enduring impact on their lives and on society, shaping how they see and live in the world, how they establish and pursue goals, and how they envision and mitigate challenges. For this reason, UPRRP is one of the most important engines of social mobility, stability, and growth in Puerto Rico.

Given UPRRP's size, the diversity of its programs, and commitment to excellence, it has a central role in sustaining the availability of qualified professionals on the island. The employer community continues to express its confidence in the professional competencies of our graduates, as exemplified by the fact that of the approximately 7,000 Certified Public Accountants on the island, 78% were trained and graduated from our Accounting Department.

### **Student Experiences**

Our students recognize that higher education is key to success. One of the strengths of UPRRP is that it provides them with access to the quality education that they need and deserve through experiences that foster the knowledge, talents, and professionalism valued by employers, professional and graduate schools, and society at large. Their



educational experiences are nurtured by a plethora of activities and opportunities that positively contribute to their formation.

A distinctive characteristic of our campus is that students begin to acquire research skills while completing general education requirements for their undergraduate degrees. This emphasis enriches their learning opportunities as they continue in their academic programs and participate in co-curricular activities—in the form of course projects, [research assistantships](#), [internships](#), [scholars-in-residence opportunities](#), [journal publications](#), [theatrical productions](#), [concerts](#), study abroad, art exhibits, [fieldwork opportunities](#), [participation in academic conferences](#), final degree projects, and other experiences. It should be noted that research courses are incorporated in the curriculum of all colleges within UPRRP at both the undergraduate and graduate levels.

Hands-on learning experiences make our graduates strong candidates for both the job market and graduate or professional school. In the Natural Sciences, for example, students participate in programs made possible by prestigious training grants that include Centers of Research Excellence in Science and Technology (CREST), Research Experience for Undergraduate Students (REU), Neuroscience Research Opportunities to Increase Diversity ([NEUROID](#)), and Title V (Developing Hispanic-Serving Institutions Program). These programs have contributed to the development of a cadre of UPRRP graduates who are now working as researchers in prestigious U.S. and international academic and research centers such as Harvard, NYU, Florida International University, University of California at Berkeley, and Woods Hole Oceanographic Institution.

Two additional exceptional training programs stand out as the driving force in the training and personal development of UPRRP undergraduate and graduate students in the field of biomedical sciences: the Maximizing Access to Research Careers (MARC) program and the Research Initiative for Scientific Enhancement (RISE). MARC and RISE each serve dozens of students per year; and they graduate 20 students annually. In existence almost 40 years, they have trained a total of 1,284 undergraduates. Statistics evidence that 85% of these graduates have pursued graduate work in the continental U.S. More than 300 RISE students have completed a doctorate in Biology or Chemistry at UPRRP. Students from these programs are consistently awarded prizes at a large student biomedical studies conference; in December 2018 [UPRRP students won 13 prizes](#).

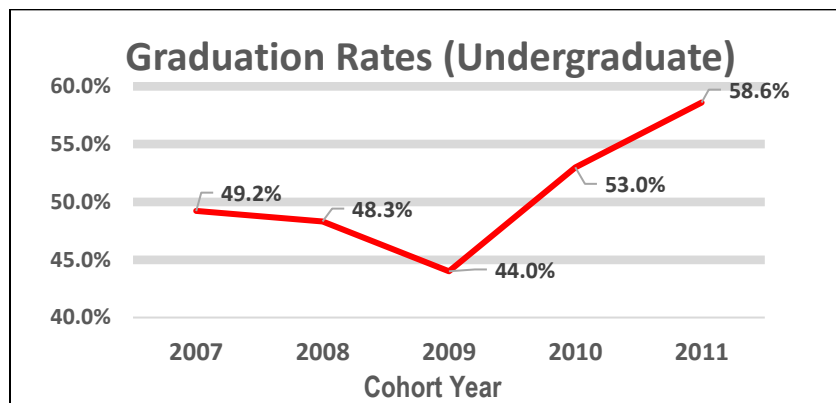
Another stellar program is UPRRP's iINAS undergraduate research program, which reports the following accomplishments: (i) 172 student publications in [\[I\]N\[Genios\]](#), Puerto Rico's first and only digital undergraduate research journal, between 2014 and 2018, (ii) 1,023 undergraduate student presentations in five Undergraduate Research Symposiums between 2013 and 2017, (iii) 1,414 student participants in research training workshops, (iv) 189 student participating in summer research experiences between 2011 and 2016, and (v) 49 student Scholars-in-Residence, a group that participated in 56 national and international conferences and had 10 publications between 2011 and 2016 (Appendix 6).

Additional recent student achievements from a variety of our colleges and schools offer further evidence of the richness of the UPRRP student experience. These include but are not limited to a conference award received by a mathematics student for her work on networks; a prize that the [Fluor Corporation](#) gave to a student from our School of Architecture for his project on the conceptualization of space; the [Harry S. Truman Grant](#), which was awarded to a student from our College of Education; numerous UPRRP students' who completed a [summer internship in NASA](#); and the excellent results from all of the [88 College of Education students who took their teaching certification exam](#).

Our campus expands the learning opportunities it offers students on an ongoing basis. For example, in July 2018 a NIH training grant on resilient and sustainable infrastructure was awarded to a faculty member from the School of Architecture. It increased our portfolio to 25 active training grants that now totals \$6.2 million (Appendix 6). Another noteworthy development is that UPRRP recently began participating in the Mello- Mays Undergraduate Fellowship Program, a grant for students from the Social Sciences, Humanities, and Communications.

The student experience and support at UPRRP resulted in a graduation rate of 58% for cohort academic year 2011-2012, the highest in the UPR System and higher than the median for comparable institutions in the U.S (54% National Center for Education Statistics). Figure 1 exhibits UPRRP's graduation rates over the last five years.

Figure 1: UPRRP Graduation Rates



Stable enrollment figures, with an increase of 5.1% in the number of graduate students, evidence students' trust in UPRRP' academic rigor and quality experience. Table 1 presents enrollment for the fall semester, AY 2017-2018 and AY 2018-2019.

Table 1: Enrollment Comparison Fall Semester 2017-2018 and 2018-2019.

<b>ENROLLMENT COMPARISON FALL SEMESTER 2017-2018 and 2018-2019</b>			
<b>Academic Level</b>	<b>Fall semester 2017-2018</b>	<b>Fall Semester 2018-2019</b>	<b>% Change</b>
Undergraduate	11,986	11,691	-2.46%
Graduate	3,136	3,296	5.10%
<b>Total</b>	<b>15,122</b>	<b>14,987</b>	<b>-0.89%</b>

Among comparable institutions, UPRRP shows a student-to-faculty ratio of 15 to 1, while the group median is 17 (National Center for Education Statistics, 2017).

### **Contributions to Research and Knowledge Creation**

Productivity in the area of research, creative activity, and, more generally, knowledge production, is an additional reason that UPRRP should remain accredited. Our faculty members are highly committed to research and activities related to knowledge formation, including the dissemination of their findings through writing and participation in professional activities. Between 2007 and 2017, our faculty produced:

- 329 books,
- 2,055 peer-reviewed journal articles
- 727 chapters in academic books
- 141 articles in non-refereed journals
- and 1,223 additional articles

This list totals 4,475 publications; in this same period, our faculty participated in more than 2,000 professional activities, including academic conferences and meetings of professional societies (Appendix 6). Research at UPRRP—which is done in our colleges, schools, and 16 research centers—includes innovative scholarship in relatively new areas of inquiry such as environmental neuroscience, tropical ecology, and the digital humanities, as well as important intellectual and applied work in more traditional spheres within the natural sciences, the social sciences, and the humanities (Appendix 6).

Research conducted at UPRRP constitutes a substantial portion of that done in Puerto Rico. Data available in the Unit for Monitoring and Analysis of Scientific Research in Puerto Rico (UMAI PR) indicate that from 1999 to 2017, the UPR System generated 68.90% of the scientific production in Puerto Rico. Our campus is responsible for approximately 32% of that which is carried out at the level of the UPR System, more than any other UPR unit (Appendix 6). A reminder of the significance of this statistic within the island context, all private universities in Puerto Rico were responsible for 10.10% as a collective. Another sign of achievement, in 2018 [Scimago Institutions Rankings](#) ranked UPRRP 15<sup>th</sup> in all of Latin America in terms of scientific productivity and excellence.

Our faculty members consistently receive prestigious fellowships and grants. Recent achievements include awards from [the National Science Foundation](#), [the National Institute of Health](#), [the Fulbright Program](#), the [American Council of Learned Societies](#), [the National Endowment for the Humanities](#), and the [International Water Association](#), among others.

Evidence of our commitment to institutional improvement that supports research and creative activity, UPRRP has strengthened its infrastructure and organizational resources to better support grant writing, the submission of proposals for external funds, and the management of funded projects. [The Office of the Assistant Dean for Sponsored Programs](#) (DAFE, in Spanish) has grown from a small unit to a large pre- and post-award operation. With an organizational structure unique to the UPR System, DAFE has proven effective in procuring external funds.

### **Social Responsibility**

A commitment to social responsibility for more than a century has strengthened UPRRP's position and commitment to excellence. Our campus takes special measures to enrich faculty and students' involvement in its immediate local context. The Center for Urban, Community, and Entrepreneurial Action (CAUCE in Spanish), for example, promotes the physical, social, and economic revitalization of the Río Piedras community with the help of local businesses, community organizations, and development and housing projects. CAUCE provides a range of services, from orientations about legal services to workshops, tutoring, and classes for members of the community of all ages. Earlier this month, the Puerto Rico College of Social Workers presented CAUCE with [a human rights award](#).

Another important contribution is our School of Law's Legal Assistance Clinic, a requisite part of the curriculum for law students. The clinic provides *pro bono* legal services in numerous areas, fostering in students an understanding of Puerto Rican society that provides grounding for the practice of law.

Social responsibility is also a component of our curriculum, which nurtures students' awareness of ethics by providing them with learning opportunities that make them more sensitive to contemporary social concerns. Our campus achieves this through "real-life" participation in community projects or other interactive activities. As suggested above, one of the many reasons that the institution should remain accredited is that it links the creation of new knowledge to social responsibility by addressing issues that are of concern to all. The latter include staggering problems, such as poverty, natural disasters, and the island's debt crisis, all of which affect the entire population of Puerto Rico.

## I. UPRRP FINANCIAL OVERVIEW

I: THE INSTITUTION HAS DOCUMENTED FINANCIAL RESOURCES, FUNDING BASE, AND PLANS FOR FINANCIAL DEVELOPMENT ADEQUATE TO SUPPORT ITS EDUCATIONAL PURPOSES AND PROGRAMS AND TO ENSURE FINANCIAL STABILITY (STANDARD VI & REQUIREMENT OF AFFILIATION 11 AND 14)

A long history of effective resource management characterizes UPRRP. In addition, with the approval of a new strategic plan, UPRRP is developing new strengths as it faces significant fiscal challenges:

- A new strategic plan, *Commitment 2023*, approved by the Academic Senate in May 2018, redirects UPRRP's administration towards a more fiscally sustainable operations model, with a strengthened mandate to:
  - Increase internal efficiency in academic and administrative operations
  - Foster a culture of fiscal sustainability to counteract decreases in government funds
  - Cultivate government and private sector alliances and collaborations that result in distinctive service contributions and new incomes
- A history of responsible fiscal management and budget allocations has allowed the institution to achieve the results presented in previous sections and comply with MSCHE standards of accreditation since 1946. There is renewed commitment, and decisive actions being taken to protect and expand the funds that will allow UPRRP to continue to fulfill its mission of serving Puerto Rico and enriching the student experience.

UPRRP's Strategic Plan, *Commitment 2023*, is a forceful response to the unprecedented economic and financial issues that affect Puerto Rico's government, society, and the public university system. It is a guide for planning and the allocation of resources with three central components: (i) institutional and academic renewal, (ii) student success, and ultimately, (iii) Puerto Rico's advancement (Appendix 7). This plan launched an operations model that has shaped our agenda, and it will continue to do so over the next five years (see Priority Area 4). Our efforts to further develop a more financially sustainable campus include the following strategic actions that are already in place:

- New income-generating initiatives and collaborations
- Restructuring of academic and administrative units and operations to become more effective and efficient
- Cost reduction measures and process improvements, such as a revitalized student recruitment process

- Budget allocations based on strategic priorities

Further evidence of progress in these areas, all academic and administrative units produced development plans that are aligned with *Commitment 2023* during the first semester of AY 2018-2019 ([https://drive.google.com/open?id=1h4xd0PYDF5WKfacdUo2bke-Nxv\\_LNXog](https://drive.google.com/open?id=1h4xd0PYDF5WKfacdUo2bke-Nxv_LNXog)). These and other coordinated actions involving our colleges, schools, departments, and programs evidence cooperation as well as a broad awareness that changes are necessary in order for our campus to meet the goals established in its new strategic plan.

### **Plans for Financial Development Adequate to Support UPRRP's Educational Purposes and Programs and to Ensure Financial Stability – new sources of funds and reduction of expenditures**

This section of our report updates the supplemental report of September 2018 (Appendix 8) with respect to budget allocations, external funds, new revenues, internal restructuring, and reduction of expenditures.

#### **1. The UPRRP Consolidated Budget**

Table 2 presents the historical budget allocation for FY 2017-2018, the current consolidated budget for FY 2018-2019, and projections for FY 2019-2020 through FY 2022-2023. These preliminary budget projections, which are conservative in nature, **are based on measures approved by the Fiscal Oversight Management Board (FOMB) on October 23, 2018. These measures represent the most demanding fiscal scenario that UPRRP faces.** They include:

- New tuition rates, fees, and related charges for FY 2018-2019 through FY 2022-2023. Income from tuition is based on FOMB cost per credit at all levels.
- A 100% increase in the technology fee for FY 2021-2022.
- A reduction in state appropriations via Law 2 for FY 2017-2018 through FY 2022-2023 (\$68 m for UPRRP since FY 2017- 2018).
- A 100% reduction in other payroll payments (e.g. Christmas bonus) for FY 2019-2020 through FY 2022-2023.
- A 9% reduction in procurement for FY 2019-2020 and FY 2020-2021 (Materials and Services)

A second set of measures and actions that are not explicitly mandated in the fiscal plan certified by the FOMB have also been adopted. These are reflected in Table 2. These measures and actions are elements of the premises that have been considered in preparing the UPRRP's Budget:

- An enrollment management plan that projects a 2% reduction in UPRRP's student population for FY2019-2020 through FY2022-2023. This projection, which is less than the 3% reduction that was establish by the FOMB, has been aligned with demographic changes and external factors, and with an analysis of historical campus enrollment figures.

- The new Central Administration policy which directs for the allocation of restricted funds in the beginning rather than the end of the fiscal year will be instituted for FY 2018-2019 through FY 2022-2023.
- New practices in UPRRP's administration aimed at greater efficiency that are contributing to decreases in electricity expenditures for FY 2019-2020 through FY 2022-2023. Current FY 2018-2019 projections are being met.
- Increases in projected indirect costs generated through external funds through 2019-2020, constant through FY 2022-2023. Based on external funds projections.
- Income from new initiatives that surpass projections for 2018-2019. Updated projections are based on proposals submitted, campus potential, and evaluation of recent results

At the beginning of FY 2019 campus budget allocations were assigned to the areas of greatest need according to priorities, resulting in an increase (compared to 2017-18) in academic unit budgets. At the same time, units were given flexibility that allowed them to allocate resources according to their particular development plans. This was accomplished as part of a collaborative effort with the deans and directors of the academic units in order to maximize their resources. The allocation of funds for materials was reduced in accordance with the UPR Central Administration guidelines for FY 2018-2019. Additional internal measures taken at the beginning of the semester continue in place and some new ones will be implemented, these include:

- Cuts to faculty release time for administrative tasks which reduced the number of faculty contracts.
- Teaching by a number of administrators of a 3-credit load which reduced faculty on contract.
- Reduction of one year contracts, increase in contracts by semester.
- Incomes from new initiatives already in place have been incorporated for 2018 and included in Table 2, which updates Table 4 of the 2018 September supplemental report. Appendix 16 shows projects already implemented.
- A reduction in expenditures for faculty salaries for FY2017-2018 through FY 2019-2020, non-teaching staff salaries, and fringe benefits for FY 2018 through FY2020- 2021, in accordance with the student population estimates and faculty and staff attrition. These reductions have been met for 2018-2019 as projected. Total faculty for FY2017- 2018 to FY2018- 2019 decreased from 1,179 to 1,041; and 71 and 35 faculty members (half year) resigned respectively. Non-teaching staff has decreased from 1,557 to 1,465 in that same period.

Table 2: Updated Consolidated Budget has been prepared incorporating measures listed above. This table updates the budget presented in September 1, 2018 to reflect recent reductions by Central Administration in the Total Non-Restricted Income from General Fund assigned to UPRRP. It must be noted that since UPRRP's budget was prepared assuming FOMB fiscal measures, some amounts may differ from the UPR System reported figures.



University of Puerto Rico						
Table 2: Consolidated Budget Fiscal Years 2017-2018 and 2021-2023 (Projected)						
Unit: Rio Piedras Campus						
Budget by Income Type	Financial Year					
	2017-2018	2018-2019	2019-2020 P	2020-2021 P	2021-2022 P	2022-2023 P
<b>A. Non-restricted Income</b>						
Institutional:						
Tuition, Fees, and Related Charges (not including technology fee) <sup>1</sup>	\$ 17,411,750	\$ 38,034,038	\$ 39,444,245	\$ 41,803,285	\$ 44,121,360	\$ 47,036,626
Technology Fee		776,451	713,376	699,109	1,370,253	1,342,848
Non-recurring Reserve	10,977,069					
Indirect Costs (Research Development and Support Fund, FADI)		1,265,239	1,800,000	1,800,000	1,800,000	1,800,000
Grants and Economic Support for Graduate Students		1,639,644	1,639,644	1,639,644	1,639,644	1,639,644
FIPI		332,500	332,500	332,500	332,500	332,500
State Contributions:						
Law 2 - 1966 (Revenue by Formula) <sup>1</sup>	173,262,018	160,817,263	135,296,421	116,522,990	110,551,785	104,614,203
Law 36 - 2005 (Gambling) <sup>1</sup>	10,039,304	10,039,304	10,039,304	10,039,304	10,039,304	10,039,304
Other PR Government Contributions	4,116,401					
<b>Total Non-Restricted Income from General Fund</b>	<b>215,806,542</b>	<b>212,904,438</b>	<b>189,265,490</b>	<b>172,836,832</b>	<b>169,854,846</b>	<b>166,805,126</b>
<b>Recurring Income Adjustments Compared to previous FY</b>	<b>(25,698,709)</b>	<b>(2,902,104)</b>	<b>(23,638,948)</b>	<b>(16,428,659)</b>	<b>(2,981,985)</b>	<b>(3,049,721)</b>
<b>B. Restricted Funds</b>						
Institutional:						
Technology Fee	354,239					
Indirect Costs (Research Development and Support Fund, FADI)	948,929					
Reimbursements of Income in Agreements with Units	200,000	200,000				
Grants and Economic Support for Graduate Students	-	-				
Special Support Fund for Disadvantaged Students	-	258,491				
Research Projects Matching Funds	150,000	602,806				
State Contributions:						
Legislative Grants	3,386,988	3,386,988	3,386,988	3,386,988	3,386,988	3,386,988
<b>Total Restricted Income</b>	<b>5,040,156</b>	<b>4,448,285</b>	<b>3,386,988</b>	<b>3,386,988</b>	<b>3,386,988</b>	<b>3,386,988</b>
<b>Total Expected Operational Income</b>	<b>220,846,698</b>	<b>217,352,723</b>	<b>192,652,478</b>	<b>176,223,820</b>	<b>173,241,834</b>	<b>170,192,114</b>
<b>C. Income from New Initiatives:</b>						
Income from Public and Private Sectors						
Alumni Funds	-	2,108,420	1,893,500	1,500,000	2,000,000	2,000,000
Non-traditional Certifications and Course Offerings	-	-	500,000	750,000	750,000	750,000
Summer Course Offerings	-	790,456	895,000	2,177,000	3,210,000	3,245,000
		500,000	1,000,000	1,000,000	1,000,000	1,000,000
<b>Total Projected Income from New Initiatives</b>	<b>-</b>	<b>3,398,876</b>	<b>4,288,500</b>	<b>5,427,000</b>	<b>6,960,000</b>	<b>6,995,000</b>
<b>Total Expected Operational Income</b>	<b>\$ 220,846,698</b>	<b>\$ 220,751,599</b>	<b>\$ 196,940,978</b>	<b>\$ 181,650,820</b>	<b>\$ 180,201,834</b>	<b>\$ 177,187,114</b>
<b>General Fund Expenses</b>						
Financial Year						
	2017-2018	2018-2019	2019-2020 P	2020-2021 P	2021-2022 P	2022-2023 P
<b>A. Recurring Operational Expenses</b>						
<b>Payroll:</b>						
Faculty Salaries	\$ 78,046,538	\$ 77,381,058	\$ 74,779,403	\$ 74,779,403	\$ 74,779,403	\$ 74,779,403
Non-teaching staff Salaries	49,797,080	48,298,135	44,573,733	40,618,615	40,618,615	40,618,615
Other Payroll Payments	1,644,471	1,794,716				
Employer Contributions and Marginal Benefits	43,563,685	46,165,054	37,247,306	28,778,204	28,778,204	28,778,204
<b>Total Payroll Expenses</b>	<b>173,051,775</b>	<b>173,638,963</b>	<b>156,600,442</b>	<b>144,176,222</b>	<b>144,176,222</b>	<b>144,176,222</b>
<b>Operational Expenses</b>						
Materials and Services	1,745,476	4,468,125	4,065,994	3,700,054	3,367,049	3,064,015
Maintenance	4,640,196	4,051,999	3,943,328	3,943,328	3,943,328	3,193,328
Physical Facility Repairs	414,546	255,390	255,390	255,390	255,390	255,390
Leasing of Land and Equipment	1,199,840	541,889	541,889	541,889	541,889	541,889
Professional Service Contracts	3,939,303	3,615,874	3,615,874	3,615,874	3,615,874	3,115,874
Internet Service and Communications	76,828	95,109	95,109	95,109	95,109	95,109
Telephone Service	78,922	214,033	214,033	214,033	214,033	214,033
Student Medical Insurance	1,329,799	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000
Electricity	7,227,578	12,500,000	10,300,000	8,300,000	7,300,000	6,300,000
Water and Sewage	671,383	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Gasoline Supply	272,849	394,355	394,355	394,355	394,355	394,355
Solid Waste Collection and Removal	312,006	163,460	163,460	163,460	163,460	163,460
Information Resources-Library Reference Materials	3,998,282	2,336,378	2,336,378	2,336,378	2,336,378	2,336,378
Information Resources-Library Acquisitions	399,326	702,000	702,000	702,000	702,000	702,000
Accommodation, Institutional Projection, Transportation and Meal Allowances	703,222	650,951	650,951	650,951	650,951	650,951
Program and Service Accreditation	123,149	318,744	318,744	318,744	318,744	318,744
Purchasing and Replacement of Equipment	2,137,451	579,056	579,056	579,056	579,056	579,056
Matching of Funds for Research Projects (includes matching funds and Central Admin. Transf)	150,000	580,625	580,625	580,625	580,625	580,625
Students Grants and Financial Aid	3,219,931	3,096,393	3,096,393	3,096,393	3,096,393	3,096,393
Other Operating Expenses	4,316,727	5,199,970	2,199,970	1,699,970	1,583,990	1,122,304
Non-recurring budget reserve	5,797,955					
<b>Total Recurring Operational Costs</b>	<b>42,754,768</b>	<b>42,664,351</b>	<b>36,953,549</b>	<b>34,087,609</b>	<b>32,638,624</b>	<b>29,623,904</b>
<b>B. Additional Budget Expenses</b>						
Purchasing and Replacement of Equipment with Technology Fee	354,239	-	-	-	-	-
Other Operating Expenses-Indirect Costs	948,929	-	-	-	-	-
Matching of Funds for Research Projects-Reimbursement	200,000	200,000	-	-	-	-
Grants and Financial Aid-Graduate Students	-	-	-	-	-	-
Grants and Financial Aid-Special Fund	-	258,491	-	-	-	-
Matching of Funds for Research Projects	150,000	602,806	-	-	-	-
Grants and Financial Aid-Legislative Grants	3,386,988	3,386,988	3,386,988	3,386,988	3,386,988	3,386,988
<b>Total Additional Expenses</b>	<b>5,040,156</b>	<b>4,448,285</b>	<b>3,386,988</b>	<b>3,386,988</b>	<b>3,386,988</b>	<b>3,386,988</b>
<b>Total Operational Expenses</b>	<b>47,794,924</b>	<b>47,112,636</b>	<b>40,340,537</b>	<b>37,474,597</b>	<b>36,025,612</b>	<b>33,010,892</b>
<b>TOTAL EXPENSES (Payroll + Operational Expenses)</b>	<b>\$ 220,846,698</b>	<b>\$ 220,751,599</b>	<b>\$ 196,940,978</b>	<b>\$ 181,650,819</b>	<b>\$ 180,201,835</b>	<b>\$ 177,187,114</b>
Notes:						
Estimated amounts in accordance with the certified UPR Fiscal Plan.						
<b>TOTAL INGRESOS</b>	<b>220,846,698</b>	<b>220,751,599</b>	<b>196,940,978</b>	<b>181,650,820</b>	<b>180,201,834</b>	<b>177,187,114</b>
<b>TOTAL GASTOS</b>	<b>220,846,698</b>	<b>220,751,599</b>	<b>196,940,978</b>	<b>181,650,819</b>	<b>180,201,835</b>	<b>177,187,114</b>
DIF (GASTOS-INGRESOS)	0	0	0	(0)	0	1



The Supplemental Report of September 1, 2018, included very conservative amounts for Section C: Income from New Initiatives, which are now updated according to current results in Table 3:

Table 3: Projected vs. Realized New Income FY 2018-2019

Projected New Income in 2018 September Supplemental Report	Realized New Income in 2018 from projects in progress
\$0	\$3,398,875.63

Projections for FY 2019-2020 onward have been modified taking into consideration proposals that have been submitted and the increase in income potential spurred by the restructuring of the Division of Continued Education (DECEP). Updated projections for Income from New Initiatives, as they appear in Table 2 are:

New Projections Income: FY 2019-2020 to FY 2022-2023

FY 2019- 2020	FY 2020-2021	FY 2021-2022	FY 2022-2023
<b><u>\$4,288,500</u></b>	<b><u>\$5,427,000</u></b>	<b><u>\$6,960,000</u></b>	<b><u>\$6,995,000</u></b>

Projections for FY2019-2020 onward show increases of at least 30% from initial projections made at the beginning of FY 2018-2019. These estimates are based on proposals approved and submitted, the analysis of historical data and the increased capacity of DECEP to expand its effectiveness and outreach. Details are presented in Section 2.B below, **DECEP: Reorganization and Projects Underway and Projected**. Appendix 9 describes new projects and processes recently implemented.

## 2. Income from New Initiatives

### A. External Funds

UPRRP has consistently excelled in successfully obtaining external funds for basic and applied research, training and services. Funded research has generated cutting-edge knowledge in diverse areas such as cancer diagnosis and treatment, neurosciences, nanotechnology, HIV/AIDS prevention, Big Data, substance use, coastal vulnerability, regeneration of tropical forests, electrochemistry of energy materials, intestinal regeneration, urban planning, special education, domestic violence, environmental issues, among others. Examples of recently funded proposals in these areas include:

- Varas-Díaz, Nelson M.: HIV/AIDS Stigma Behaviors in Clinical Encounters
- Rodríguez, Javier: FAE Innovation + Commercialization E-Teams Program
- Agosto-Rivera, José L.: BIG DATA: Collaborative Research: IA: Large-scale multi-parameter analysis of honeybee behavior in their natural habitat
- Duarte, Yovanska: Treatment for Latino/a Adolescents with Suicidal Behavior
- Rios-Villarini, Nadjah: Bodies on the Move: Panorama of Caribbean Carnivals

- Silva-Martínez, Elithet: Subaward Agreement under project titled: Rutgers Violence Against Women Consortium
- Maldonado-Vlaar, Carmen: A Cross-talk Between Oxytocin and the Endocannabinoids within the Mesolimbic System Regulates Anxiety Triggered by Cocaine Use
- Lasalde-Dominicci, José A.: Subaward Agreement under UPR-RCM Prime Award #5P20GM103642-05 to UPR-RP for the development of COBRE: Puerto Rico Center for Neuroplasticity

The supplemental report of September 1, 2018 summarized the result of efforts in the area of external funds. In the past five years (2014-2018), UPRRP received approximately \$54M in external funds, with more than \$45M coming from competitive grants awarded by agencies such as the National Science Foundation, the National Institute of Health, and the National Aeronautics and Space Administration (Figure 2). The campus has received an average of \$1,724,514 per year in indirect costs during this five-year period. Most research projects (46%) are sponsored by the National Science Foundation, followed by the National Institute of Health (Appendix 6).

Figure 2: External Funds brought to UPRRP (2014-2018)

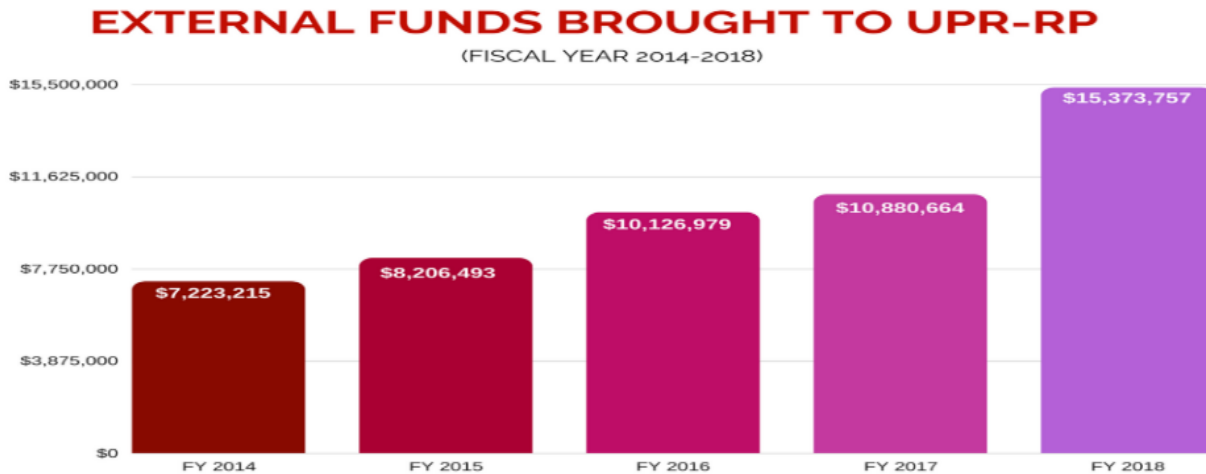
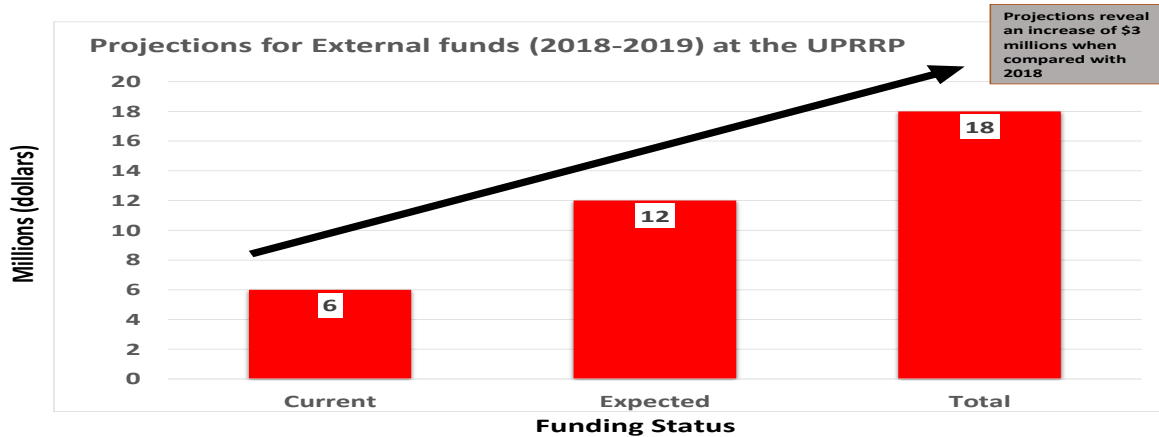


Figure 3: Projections for external funds (FY 2018-2019)



To continue the positive trend shown in Figure 2, 55 grant proposals were submitted between July 1, 2018 and January 14, 2019. While 47 are awaiting a response, a total of approximately \$6 million has already been approved. Projections signal at least \$12 million by the end of this fiscal year (See Figure 2). In fact, a final award is expected for a grant submitted to the Federal Department of Education, Building Capacity: Collaborative Research: Resilient Infrastructure and Sustainability Education: Undergraduate Programs (Rise-UP), which was approved for \$8.7 million at the pre-application stage. These funds will be used to provide services to students displaced by hurricane María and the re-construction of several buildings seriously damaged by the storm.

**Diversification of Funds:**

i. It is important to point out that UPRRP obtains funds in numerous areas. External funds have been awarded for initiatives in digital humanities, the translation of seminal philosophy books, and digitalization of some of our museum collections. In fact, 9% of projects are currently funded by the National Endowment for the Humanities. Local foundations such as the Puerto Rican Endowment for the Humanities and Angel Ramos Foundation have consistently funded several projects through competitive grants.

ii. Another recent development is the application for external funds to support entrepreneurship among students and academics. One of these initiatives, which involve collaboration between our College of Business and School of Architecture, will be funded by NASA-MUREP Innovation and Tech Transfer Idea Competition (MITTC) program. It proposes to use acoustic nanotube technology to desalinate seawater. The development of this technology is expected to create innovative strategies for decreasing energy consumption in costly water processing procedures, with application for industry and individual consumers.

iii. Increasingly, UPRRP is tapping its well-known commitment to social advancement in Puerto Rico and beyond. A culture of social responsibility characterizes

faculty whose expertise is highly valued by government agencies (e.g. departments of health, education, justice, and transportation), foundations, and non-governmental organizations) and their proposals to address contemporary social problems are consistently funded. In the past five years, 14 service projects have received a total of \$2.7 million in external funds. These projects provide services to a variety of groups and populations, including children and adolescents, the elderly, drug users, victims of abuse, communities, and schools. They target low-income individuals and groups that would not otherwise have access to the services our specialists provide. In November 2018, the Hispanic Federation awarded UPRRP \$1.2 million for a mental health project coordinated by an interdisciplinary group in the Psychology Department, the Graduate School of Counseling and Rehabilitation and the Graduate School of Social Work. This unique project that will provide services to individuals and communities affected by Hurricane María, in the San Juan metropolitan area and in the towns of Arecibo and Humacao.

iv. New institutional collaborations and transdisciplinary initiatives are also being pursued. Projects under 21 sub-awards are underway with the University of Florida, Florida International University, Cornell University, Rutgers University, the California Institute of Technology, Faraday Technology Corporation, and Massachusetts General Hospital, among others. These bring in \$3.3 million in external funds to UPRRP.

In addition, UPRRP faculty expertise in innovative areas is being increasingly recognized. For example, the Laboratory on Coastal Research and Planning of our Graduate School of Planning has become a regional leader in providing needed research and data for coastal management, land use, as well as for economic development and climate change. It has successfully gained \$2.7 million in federal funding from the National Aeronautics and Space Administration (NASA), the National Oceanographic and Atmospheric Administration (NOAA), and the U.S. Geological Survey over the past three years. Recently the principal investigator submitted a budget request of over \$2.5 million to the Federal Emergency Management Agency (FEMA).

UPRRP's status as the only High Research University on the island is critical for current and prospective STEM professionals with the potential to contribute to the diversification of Puerto Rico's economic profile, and for the academic balance of the educational system. We are confident to say that UPRRP's commitment to research is unparalleled in Puerto Rico. Its systematically strengthened research capability allows the campus to be confident on successful results in the coming years, as has been for many years before. Furthermore, as signaled above, new areas of funded research are underway which are attracting varied forms of faculty participation and a wide array of collaborative agreements that will address social and economic problems of national interest. We sustain that this new ventures will be at great risk if accreditation is withdrawn.

## **B. DECEP: Reorganization and Projects Underway and Projected**

The transformation of the UPRRP's Division of Continuing Education and Professional Studies (DECEP) is almost complete. Restructuring of DECEP was directed to endow it with the staff, mission, and agile operation procedures necessary for it to become the

economic engine of our campus (Appendix 9). Plans presented in our September supplemental report for the restructuring of DECEP have been implemented and already resulted in income-generating initiatives and productive alliances with government agencies and private groups as well as faculty involvement. Table 4 presents results and projections for the current and coming years, covering AY 2018-2019 through AY 2022-2023. Appendix 9 describes each project included in Table 4.

**Table 4 Current & Projected Income from New Initiatives: DECEP Sponsored Programs**

<b>C. Income from New Initiatives:</b>	<b>2018-2019</b>	<b>2019-2020 P</b>	<b>2020-2021 P</b>	<b>2021-2022 P</b>	<b>2022-2023 P</b>
Non-traditional Certifications and Course Offerings	193,746	250,000	1,500,000	2,500,000	2,500,000
STEM 1 Project	917,127	-			
STEM 2 Project	-	893,500			
21st. Century	463,465				
Adelanta Program	10,290	20,000	22,000	25,000	30,000
Bellos Oficios Program	586,420	600,000	625,000	650,000	675,000
Income form Public and Private Sectors	727,828	1,000,000	1,500,000	2,000,000	2,000,000
Alumni Funds	-	500,000	750,000	750,000	750,000
Professional Improvement (Cert. 26, SA)	-	10,000	15,000	20,000	25,000
UNEX	-	15,000	15,000	15,000	15,000
Summer Course Offerings	500,000	1,000,000	1,000,000	1,000,000	1,000,000
	<b>\$ 3,398,876</b>	<b>\$ 4,288,500</b>	<b>\$ 5,427,000</b>	<b>\$ 6,960,000</b>	<b>\$ 6,995,000</b>

Note: Table 4 above updates the Budget Table, Section C, in the September 1 Supplemental Report. Table 4 includes the beginning of a distance education offer in 2019-2020.

As was presented in Budget Table 2, new revenues are a determining factor to achieve a balanced budget. Our campus has transformed its funding scenario, moving from one almost totally dependent on a government formula assignments to an institution that increasingly incorporates external collaborations in order to generate new funds that allow it to better fulfill its mission. Table 5 presents submitted proposals for the upcoming fiscal year.

**Table 5: Submitted Proposals for FY 2019-2020**

<b>Submitted Proposals</b>	<b>2019-2020</b>
Program for School Libraries and Information Services	\$ 170,000.00
Computer Science for All	\$ 1,019,500.00
<i>Apalabrarte</i>	\$ 9,917,536.50
The Integral Center for Supporting Crime Victims	\$ -
Cognitive Behavioral Therapy focused on Trauma	\$ -
CUSEP Assistance Program	\$ -
	<b>\$ 11,107,036.50</b>

On line education will begin in AY 2019-2020

A distance education master's degree has been approved by the campus Academic Senate.

## B. Reductions in expenditures and Unit Restructuring

### 1. Office of the Dean of Administration

The Office of the Dean of Administration (DA) is responsible for the implementation of institutional projects related to savings in the area of energy costs, the reengineering of procurement processes, the acquisition and maintenance of equipment, and administrative reorganization. Changes that are underway will result in increased social responsibility, greater efficiency, and savings in the operational budget. These initiatives are aligned with our campus strategic plan *Commitment 2023*, priority areas 3 and 4: University social responsibility and community networks; and sustainable management, effectiveness, and efficiency, respectively.

The September 1, 2018 supplemental report submitted to MSCHE presented in detail seven projects that are being carried out in phases by the DA. These will be completed through FY 2022-2023. As a result of these projects, the UPRRP will reach an estimated total savings of \$7.5 million in electricity and other administrative costs during this period FY 2018-2019 to FY 2022-2023. These are presented in Table 6 below, where the September report projections are updated. Note the increase in savings by the end of FY 2018-2019. Details of these projects, status, and actions taken are included in Appendix 10.

Table 6 updates projections submitted in the September report as processes are being advanced and implemented during the current fiscal year.

**Table 6: Summary of Savings due to Process Transformations DA (updated January 2019)**

<b>Project</b>	<b>Savings reported in September Supplemental 2018 Report</b>	<b>Realized Savings revised Jan. 2019</b>
Improvements to the air conditioning system , Central Plant	\$150,000-\$200,000	\$700,000 final savings for 2018-2019
Led luminaires	\$50,000	\$62,351 final savings for 2018-2019
Energy saving campaign and relocation of evening courses	\$200,000	same
Extended Central Plan improvements	\$6 million (in phases till FY 2021)	Gradual \$2 m annually and \$6 million by 2023
Use of online platform – purchases	\$75,000	same
Acquisition and maintenance of equipment	\$108,671	same
Administrative restructuring	\$1 million in 5 years	same

Table 2, The Consolidated Budget for UPRRP, already includes the reductions in expenditures for FY 2018-2019 through FY 2022-2023. As was concluded in Section 2.B on Income from New Initiatives, cost containment proves to be essential for achieving the

goal of sustainable operations amidst the government cuts that UPRRP is facing. It is also a means for redefining processes and structures to increase quality in the student experience on campus.

## **ii. Office of the Dean of Academic Affairs**

Transformations are taking place at a rapid pace in units under our Office of the Dean of Academic Affairs (DAA). In the past decade new technology-based processes have been gradually integrated and have transformed operations, both at the level of UPR Central Administration (e.g., admissions) and our campus (e.g., applications, admissions, and student services). The changes being implemented reduce costs and enhance the student experience.

Responding to institutional policies and the new UPRRP strategic plan, the DAA has officially proposed three restructuring initiatives:

- Merger of the Center for Academic Excellence with the Honor's Program
- Merger of the Office of Admissions with the Registrar's Office
- Reorganization of the Library System

Enhancement of a self-management and entrepreneurship culture for our students and professors is a strategic goal. The merger of the Academic Center for Excellence with the Honors Program will allow for collaboration between professors and students, promoting a space for the generation of knowledge and contributions to society.

The consolidation of the Registrar's Office with the Admissions Office takes advantage of the restructuring in the admission process in Central Administration and the integration of technology in the campus processes. Measures have been taken to redefine tasks so that services are more efficient and their quality improved

The restructuring in the Library System responds to a proposal that the Library Reconceptualization Committee submitted to the DAA. Reducing the number of teaching librarians in administrative positions will facilitate an increase in the number of librarians dedicated to work in the area of teaching and learning. Some units in the Lázaro Library will merge and their services will be reorganized. These measures facilitate the optimization and updating of services in compliance with the standards established by the Association of College and Research Libraries.

The overall cost cuts resulting from the restructuring of the above units will represent expenditure reductions of \$370,188 as of FY 2020 (Appendix 11), allowing the DAA to use the savings for strengthening other academic priorities, like databases needed for assessment and for institutional research.

## **Academic Restructuring, Distance Education, and New Collaborations**

The administrative merger of the School of Communication with the Graduate School of Science and Information Technologies into the College of Communication and

Information has begun. This merger facilitates both the development of future academic degrees in these areas of specialization and more efficient administrative practices.

A master's degree in Information Sciences that will exist in the modality of distance education has been approved by our Academic Senate and Administrative Board, and it is now under the consideration of the UPR System's Governing Board. As stated in our September report to MSCHE, this distance education initiative moves the campus towards the strategic goal of increasing graduate student recruitment abroad and diversifying options for in-state students. Other programs, like the master's of Law and the master's in Applied Mathematics, are in the process of being converted to this modality. These advances represent progress toward our goals. They will have substantial impact on the budget as well as potential for growth.

The bachelor's degree in Interior Design of the UPR, Carolina (UPRC) and bachelor's degree in Environmental Design of the School of Architecture on our campus are engaged in new forms of collaboration. This collaboration will fortify our offerings of environmental design and make more effective use of existing resources. As an initial step, the elective Green Interior Design is being offered on our campus this semester (AY 2018-19, second semester) to enrich the students' education through the development of tools that prepare them for commercial projects of interior design within the framework of sustainability. UPRRP is offering this course in order to assess the program while carrying out procedures for its transfer to our campus. Our campus is in the process of determining the budgetary impact of this initiative.

For UPR SYSTEM FINANCIAL OVERVIEW see APPENDIX 12.

## II. UPRRP

### II. THE INSTITUTION HAS UPDATED INFORMATION ON THE IMPACT OF THE FISCAL OVERSIGHT MANAGEMENT BOARD'S PLAN AND PROPOSED RESTRUCTURING ON THE INSTITUTION'S STATUS AND FINANCES (STANDARD VI)

The Fiscal Oversight Management Board certified their latest version of the UPR Fiscal Plan on October 23, 2018. Such Fiscal Plan sets measures and some proposals that are still being assessed by the UPR Governing Board. Thus, it is important to underscore that the preparation of UPRRP's Consolidated Budget as presented in Table 2 of this report is based on the fiscal plan certified by the FOMB and the measures it is based on. Some figures may vary from the UPR System report below due to differences in some assumptions. For example, UPRRP Consolidated Budget projects income from tuition at the graduate level for FY 2019-2020 through FY 2022-2023 using the FOMB rates rather than the UPR Governing Board's proposed rates.



It must be added that budget preparation and cost containment measures at UPRRP are based on a single-campus structure, since the analysis as to what model of conglomerates will be established in UPR will be presented to the Governing Board.

UPRRP has experienced a \$74.7m reduction in Total Non-Restricted Income from General Fund, since FY 2016-2017, which has required a management transformation that focuses on increasing new funds and reducing expenditures for more efficiency and effectiveness, as has been detailed in Section I: UPRRP Financial Overview. The objective is a more sustainable Campus that closes the gap brought about by the reduction in government appropriations in order to maintain the quality our offerings and services. Section I: UPRRP Financial Overview also addresses process improvements that are already giving way to noticeable reductions in expenditures, such as the cost of electricity projected to decrease by \$6m through FY2022-2023.

The process of internal restructuring for UPRRP has been presented and detailed in Section I: UPRRP Financial Overview, which presents measures to contain costs and improve effectiveness. Total faculty for FY 2017- 2018 to FY 2018- 2019 decreased from 1,179 to 1,041, reductions are projected in Budget Table 2 through FY 2019-2020; 71 and 35 faculty members (half year) resigned respectively. Non-teaching staff has decreased from 1,557 to 1,465 in that same period; reductions are projected through 2020-2021. A hiring freeze is currently in place, as well as guidelines for the utilization of materials and maintenance, among others.

UPRRP is working on additional measures to secure the long-term financial sustainability of the Campus based on comprehensive campus academic planning. Priorities are being set guided by strategic plan *Commitment 2023* which assigns top priority to students' needs in a globally competitive and dynamic scenario and to the advancement of the research agenda that characterizes UPRRP.

## II. UPR SYSTEM

### II. THE INSTITUTION HAS UPDATED INFORMATION ON THE IMPACT OF THE FISCAL OVERSIGHT MANAGEMENT BOARD'S PLAN AND PROPOSED RESTRUCTURING ON THE INSTITUTION'S STATUS AND FINANCES (STANDARD VI)

#### **PROMESA Background**

The Puerto Rico Oversight, Management, and Economic Stability Act, Public Law 114-187 ("PROMESA") was enacted on June 30, 2016 by the United States Congress to establish, among other things:

- The Oversight Board (or "FOMB"), which provides oversight of the Commonwealth's restructuring efforts by, among other things: (i) reviewing and

approving fiscal plans and budgets for the Commonwealth and its covered instrumentalities and (ii) representing the Commonwealth and its covered instrumentalities in any cases commenced under Title III of PROMESA;

- An out-of-court debt modification process for the Commonwealth and its covered instrumentalities to restructure their indebtedness subject to approval by the Oversight Board and the United States District Court for the District of Puerto Rico (the “District Court”);
- A court-supervised, quasi-bankruptcy process similar to chapter 9 of the U.S. Bankruptcy Code to allow the Commonwealth and its covered instrumentalities to restructure their indebtedness pursuant to a plan of adjustment;
- A Congressional Task Force on Economic Growth in Puerto Rico that reports to Congress on the conditions leading to the Commonwealth’s fiscal crisis and the status of the Commonwealth’s public debt; and
- A framework for the designation, oversight and implementation of critical infrastructure projects aimed at growing the Commonwealth’s economy

As mentioned above, PROMESA establishes **two alternate** procedures for the restructuring of the indebtedness of the Commonwealth and other designated instrumentalities—proceedings under **Title III** and **Title VI**<sup>1</sup>.

Title III creates a court-supervised debt-adjustment mechanism, which imports heavily from chapter 9 of the U.S. Bankruptcy Code (including its provisions regarding the ability to bind non-consenting classes of creditors if certain requirements are satisfied).

On the other hand, Title VI creates a streamlined process for achieving negotiated modifications of certain indebtedness of the Commonwealth or a covered territorial instrumentality with the consent of a supermajority of those voting in any affected class—or “Pool”—provided that such supermajority of those voting also constitutes a majority of the claims outstanding in such Pool. Importantly, if the voting thresholds are met, the terms of such a restructuring will apply to all other creditors within the same Pool, including those who did not cast a vote and those who voted against the proposed modification.

At its first public meeting held on September 30, 2016, the Oversight Board issued a resolution designating the Commonwealth and certain of its public corporations and instrumentalities as “covered territorial instrumentalities” pursuant to Section 101(d)(1)(A) of PROMESA. The UPR, together with over sixty other component units of the Commonwealth, was designated as a “*Covered Territorial Instrumentality*” by the FOMB, and, therefore, subject to the requirements of PROMESA, including, but not limited to the submission of a fiscal plan.

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<sup>1</sup> Section 207 of PROMESA also provides a mechanism to reach consensual agreements with creditors.

**UPR's Actions under PROMESA: Proactive approach**

It must be noted that the Fiscal Plan for an entity is not a stagnant document, and that it may be amended yearly, or as mandated by the FOMB when circumstances warrant. Since all of the Fiscal Plans must be aligned in macroeconomic factors and assumptions, the UPR's Fiscal Plan will also be impacted by changes to the CW's Fiscal Plan.

The following timeline illustrates the relevant facts pertaining to the different Fiscal Plan iterations, to wit:

- August 1, 2017:** UPR submitted a ten-year Fiscal Plan to the Financial Oversight and Management Board ("FOMB"). Shortly after, Hurricanes Irma and Maria made landfall on Puerto Rico and caused infrastructure damages to UPR campuses of approximately \$132 million.
- October 31, 2017:** FOMB requested a revised five-year Fiscal Plan that includes the extensive recovery efforts needed.
- March 21, 2018:** UPR submitted a revised fiscal plan draft. After consideration of FOMB's comments, on April 5, 2018 the UPR submitted a revised version which identified \$798 million in measures taken for the period ending Fiscal Year 2023.
- April 20, 2018:** FOMB published its own fiscal plan and suggested further policy initiatives in the form of recommendations. On April 20, 2018, at the Board's thirteenth public meeting, UPR appeared before the Board to discuss the initiatives proposed by the UPR and the differences between policy decisions and fiscal determinations. Nevertheless, at the conclusion of said meeting, the FOMB certified its version of the UPR Fiscal Plan.
- June 29, 2018:** FOMB certified a revised fiscal plan which included macro changes from the CW Fiscal Plan.
- August 20, 2018:** UPR submitted its own fiscal plan to the FOMB. Following a notice of violation from the FOMB, the UPR submitted a revised plan on September 7, 2018, which includes measures that demonstrate UPR's cooperation with the Board and willingness to narrow differences between UPR and FOMB's fiscal plan targets.
- October 23, 2018:** FOMB certified their latest version of the UPR Fiscal Plan (the "Certified UPR Fiscal Plan"). Said Fiscal Plan sets forth consented measures and some proposals that are still being assessed by the UPR in order to address the issue without hindering operational capacity.

It is important to point out that there are pending legal processes that question the FOMB's ability to execute what may be deemed Policy Measures. The FOMB may not dictate internal policy decisions for the entities, and it also lacks legislative powers to strike down existing laws. The UPR has a legal duty to the cause of higher education in

Puerto Rico. Thus, the initiatives that may negatively affect the ability to meet said duties have been and will be disputed (*e.g. 100% elimination of all tuition exemptions*).

### **UPR Implementation Results: Substantial Progress**

Despite the legal and/or philosophical differences that may arise between the UPR and the FOMB, the fact remains the UPR has successfully executed multiple efforts to bridge the funding gap caused by Central Government Appropriations. UPR is focused on delivering results, but in order to meet MSCHE's Standards, some of the measures require adjustments or lengthier implementation timelines.

With regards to the measures for Fiscal Year 2019, first year of implementation of the latest five-year Fiscal Plan, the University has already executed on most of its fiscal and transformation initiatives. Steps to achieve the projected impact of \$529.210 million in measures (revenue enhancements, institutional expense controls and transformational enhancements) for the next five-years has already begun, or 52.54% of the five-year target compared to the Universities Fiscal Plan, or 44.80% compared the FOMB Fiscal Plan. See, Appendix 13 for detailed results.

The following list describes the major achievements in revenue enhancements, expense control and other transformational initiatives, to wit:

#### **Revenue Enhancements**

**Tuition:** For the Academic Year 2018-2019, the University increased the undergraduate tuition cost per credit from \$58 per credit to \$115 per credit. This initiative represents approximately \$53.555 million in additional annual revenues or \$267.774 million in the five-year Fiscal Plan period.

For the Academic Year 2018-2019, the University increased the graduate tuition cost from an average cost of \$3,699 per student to \$4,967 per student. This initiative represents approximately \$7.874 million in additional annual revenues or \$39.368 million in the five-year Fiscal Plan period.

With the increase in tuition, the University does not expect a significant reduction in student population, as the first semester of 2018-2019 has shown.

**Dues and Charges:** For Academic Year 2018-2019, the University has increased most of the dues and charges. This initiative represents approximately \$6.064 million in additional annual revenues or \$30.318 million in the five-year Fiscal Plan period.

**Exemptions:** For the Academic Year 2018-2019, the UPR modified its tuition exemption program as follows: (i) full scholarship exclusively for honor and graduate research students; (ii) 50% exemption to employees, athletes and others; and, (iii) reduced and capped the amount of exemptions granted to student athletes to 2,000 participants (previously 3,124). This initiative represents approximately \$14.905 million in additional revenues or \$74.526 million in the five-year Fiscal Plan period.

**PR Science & Technology Trust Patent:** In 2018, the University executed an MOU with the Puerto Rico Science & Technology Trust that provide revenue sharing opportunities

for patents being commercialized from University employees. This initiative is expected to provide between \$500,000 to \$2.0 million in annual revenues.

### **Institutional Expense Controls**

**Headcount Reduction:** As of December 31, 2018, the University had 11,043 employees compared to 11,802 employees on December 31, 2017. The 759-employee reduction can be compared to the UPR Fiscal Plan target reduction for Fiscal Year 2019 of 842. The University understands that the target for Fiscal Year 2019 will be achieved. This initiative/impact represents approximately \$35.941 million in total compensation annual savings or \$179.705 million in the five-year Fiscal Plan period.

**Fringe Benefit Reduction:** For Calendar Year 2019, the University has reduced its paid holidays from 17 days to 15 days. This initiative represents approximately \$1.525 million in annual savings or \$7.522 million in the five-year Fiscal Plan period.

### **Transformational Enhancements**

**Plaza University Revenue:** Plaza Universitaria is a UPR component unit. Two additional revenue line items related to Plaza Universitaria were identified in the audited financial statements of Fiscal Year 2017 but had not been included in the University's original budget. The UPR Fiscal Plan includes \$12.3 million as a one-time transfer for Fiscal Year 2019, and \$2 million for recurring annual revenue to be transferred from Plaza University operation commencing in Fiscal Year 2019. Total impact for the five-year Fiscal Plan period would be approximately \$22.342 million.

**Institutional Transform Office (PMO Implementation):** On August 27, 2018, the UPR Governing Board approved the creation of a PMO structure with a \$10.001 million budget. The purpose of the PMO office is to develop, execute and monitor all initiatives related to the University's fiscal plan. The PMO office reports to the UPR Governing Board, similar to the Internal Audit office. In the near term, the UPR Board will manage administrative matters to set up the PMO, including office space, equipment, personnel hires and any external advisor engagements that may be required to achieve fully operational status. Total projected costs to implement the PMO office are \$33.395 million for the five-year Fiscal Plan period.

The University can already report on the results of the initiatives it has executed. Considering the reduction in Central Government Appropriations for Fiscal Year 2019 (approximately \$44.074 million) and payment to bondholders under a Forbearance Agreement (approximately \$22.450 million), cash balances of the University have remained stable in the first half of Fiscal Year 2019 (\$257.228 million as of December 31, 2018, compared to \$251.892 million as of June 30, 2018, an increase of \$5.336 million).

### **Next Steps and Future Measures**

Even with all initiatives that have been implemented, the UPR is working on additional measures to secure the long-term financial sustainability of the University System. Additional initiatives that been developed and are being implemented include:

### **Revenue Enhancements**

**Tuition.** The University's Governing Board, as included in the UPR's Fiscal Plan, projects additional annual increases in undergraduate cost of tuition.

- \$120 cost per credit for Academic Year 2019-2020
- \$125 cost per credit for Academic Year 2010-2021
- \$135 cost per credit for Academic Year 2021-2022
- \$140 cost per credit for Academic Year 2022-2023

The University is also projecting additional annual increases to graduate cost of tuition.

- \$5,898 average cost per student for Academic Year 2019-2020
- \$6,288 average cost per student for Academic Year 2020-2021
- \$6,541 average cost per student for Academic Year 2021-2022
- \$6,617 average cost per student for Academic Year 2022-2023

With these increases in tuition, the University does not expect a significant reduction in student population for the five-year Fiscal Plan period.

**Exemptions.** Additional reduction in the amount of total exemption issued is expected for the subsequent four-year period, approximately 1,100 fewer exemptions are projected, compared to Fiscal Year 2019 amounts. The UPR does not agree with the across-the-board termination of all exemptions suggested by the FOMB for a variety of reasons. For example, eliminating all athletes' exemptions will undoubtedly hinder the ability of the UPR to attract donors, private funds, and sponsors as well as its ability to market itself to attract more out-of-state students. Every university has scholarships for talented students in sports, theatre and others endeavors. It must be noted that, overall, student-athletes have better graduation rates than the regular student population. Additionally, with the recent increases in tuition costs and expected future increases, the University is seeking mechanisms to ease the financial burden on students.

### *Federal Grants and Contracts*

The University's newly appointed President has emphasized the importance for the University to access additional federal and private funds. Obtaining additional federal funds has been identified as one of the key projects for the newly established PMO. For Fiscal Year 2020 the University is confident it will achieve and surpass the \$5 million incremental revenues included on the Fiscal Plan. Through the PMO unit, the University will have a dedicated team to enhance the current federal program procurement procedures.

### *Institutional Expense Controls*

**Headcount Reduction / University's Restructuring:** Additional reduction in personnel is being evaluated. The University is committed to adopting a series of actions to improve its fiscal, social and economic trajectory. The reforms and measures being considered will be essential to making the University a sustainable and impactful institution for years to come.

Any measure that may have an impact on the quality of education will be discussed with the Middle States Higher Education Commission before implementation. This is the main reason the University cannot accept the FOMB's Fiscal Plan recommendation of a four-campus Hub structure. Further analyses and due diligence need to be performed.

The UPR, through the newly established PMO office, will seek assistance in developing a strategic plan including an implementation roadmap centered around academic transformation, and operational reorganization as set forth on the University's Fiscal Plan. The University seeks a strong understanding of its capacity to support future enrollment and programmatic growth, relative to resources and support structure to deliver optimal student outcomes. Initial analyses will be focused on:

- Review current operational and organizational structures
- Review current faculty staff and profile by campus
- Develop new faculty organizational structure by hub
- Non-faculty staff review
- Medical Campus Transformation review
- Optimum facility footprint

#### *Campus Conglomerates (Hub)*

The process of institutional restructuring addressed in the UPR Fiscal Plan will focus primarily on the elimination of vacant positions (attrition) and improving administrative processes. The UPR Administration initiated an extensive and inclusive analysis of the proposed initiative to reduce administrative costs by campus conglomerates. All these planning efforts will be informed to MSCHE in a timely fashion. No final implementation will be executed during the Show Cause process. The UPR will identify the structures that will be consolidated or integrated to generate savings and address the natural attrition of employees.

The plan to address the restructuring of the UPR system into conglomerates of the campuses consists of two phases. The first phase focuses on consulting with the university community and evaluating various proposals for conglomerates, some of which were presented as alternatives in the UPR Fiscal Plan. A series of visits to each campus were organized by the Interim Vice President, Dr. Ubaldo M. Córdova, at the request of the President of the UPR, Dr. Jorge Haddock, to present the general premises for the creation of the conglomerates. They were carried out during the months of October and November 2018. The visits permitted the collection of staff and faculty input, suggestions and proposals that will allow the administration to draw up a clearer route of how to address the restructuring.

The conglomerate premises that were consulted with the university community are the following:

1. The aim is to maintain the 11 UPR campuses operating.
2. The campuses and units will be part of 4 to 5 conglomerates.

3. The focus will be on administrative consolidation without affecting student service and minimizing the movement of staff and students from original campus.
4. The quality of education, the academic programs and courses offered will not be affected by the conglomerates, if changes occur, they will be based on clearly established data and parameters.
5. Will work towards maintaining and possibly raising the current 55 thousand UPR registered undergraduate and graduate students for the year 2022-2023.
6. There will be no layoff of faculty or staff members.

After completing the ongoing consulting phase with the university community, a proposal regarding the composition of the conglomerates will be presented to the UPR Governing Board by President Haddock.

The UPR system composition under consideration consists of two conglomerates, one in the eastern side of Puerto Rico and another one in the western side, while the campuses of Río Piedras, Mayagüez and Medical Sciences remain unchanged. The Eastern Conglomerate includes Bayamón, Carolina, Cayey and Humacao units. The Western Conglomerate includes Ponce, Utuado, Arecibo and Aguadilla. This proposal takes into consideration geographic issues, affinity of programs, infrastructure and resources, and the possible development of new opportunities to strengthen the University. As stated earlier, this proposal will not be implemented during the Show Cause process. If and when it is implemented, it will be in accordance with MSCHE accreditation and the PR Education Council guidelines.

After the proposal is approved by the UPR Governing Board, the second phase will focus on a plan for possible integration of academic programs and consolidation of infrastructure. This will include consideration of proposals and comments obtained by the university community as well as comments from MSCHE. With respect to the academic programs, for example, it will be done through adoption of online tools to minimize the relocation of students and employees. The changes will be implemented with sensitivity. A collaborative culture will be fostered among the conglomerate's facilities to share resources and create opportunities that generate or save funds. Administrative integration will also take place. The transformation measures of the administrative structure will be thoroughly studied as presented in the fiscal plan. The use of efficient strategies is expected to create the necessary savings. The changes that will be implemented are aimed at the institution achieving infrastructure, administrative and academic efficiency.

The restructuring to conglomerates is seen by the UPR Administration as an opportunity to update the processes and administrative practices that the University has been carrying out for decades and that are relevant and practical to properly serve the economic and historical situation in which Puerto Rico finds itself. The UPR will use this opportunity to project ourselves into the future with a clear vision of how we want the University to evolve administratively, in the search and generation of income while maintaining or improving its academic quality without sacrificing service to students nor employees. Regardless of the conglomerate model and the expected time to implement it, the main value to be gained of this restructuring is in fostering an environment of



collaboration among the campuses, to share resources and develop diverse academic initiatives.

**Fringe Benefit Reduction:** Additional fringe benefit reduction is being evaluated. Any decision on coverage or amendments to the covenants would have to go through a participative process that includes input from an existing Medical Plan Committee, and a Request For Proposal (“RFP”) process.

At this moment, the UPR’s forecasts are reviewing actual medical expenditures per beneficiary. However, that does not preclude the UPR from taking additional steps to lower the medical contribution costs to the University system by either renegotiating existing terms of the agreement; restructuring the beneficiary’s medical contribution structure (i.e. gradual reduction of the UPR’s expense contribution); or voluntarily joining the central government’s medical plan group through the Act 95 process. All options are under consideration. This initiative could provide annual savings between \$12 million to \$40 million.

**Procurement:** As part of the newly established PMO, the University will dedicate specialized resources to transform its procurement process and infrastructure, similar to the procurement initiatives being conducted in the Central Government. The University is expected to realize approximately \$14.34 million in annual savings, which represents a 9% savings target of total addressable spending<sup>2</sup>.

These measures, part of the UPR’s Fiscal Plan, will provide the necessary independence from the Central Government to provide long term sustainability to the Institution. Aside from the measures mentioned previously, there are two (2) significant initiatives or matters that will be addressed and that are currently under evaluation: (i) Dealing with the Unfunded Pension Liability and (ii) Addressing the possibility of modifying the UPR’s current municipal debt load and the corresponding debt service.

### *Restructuring Pension System*

In brief, the UPR’s Pension System has an Unfunded Liability of ~\$2.0 billion dollars<sup>3</sup>. Despite outstanding results in the investment portfolios, funding ratios will continue to be stressed by a costly defined benefit model.

The UPR is committed to the necessary reforms to its pension system and intends to do in a collaborative effort with the FOMB and other University work groups. Several analyses have been performed as directed by the Retirement Committee of the UPR Governing Board and by the Retirement System. Contrary to other Puerto Rico defined benefit plans, the UPR’s has a funding ratio of over 40% as per the actuarial report for the year ended June 30, 2018. This peculiarity may allow for implementation of measures that will increase its funding to a level in which it could then be advisable to proceed with the freeze and conversion required by the Board in a less costly way, and within the five-year timeline.

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<sup>2</sup> Based on benchmarks conducted on non-personnel procurement measures, FOMB targets

<sup>3</sup> Based on Audited Financials of 2017

A local firm have been already engaged to carry out an independent evaluation of several alternatives under consideration, including but not limited to the one suggested by the Board. The firm will serve as liaison between the Board of Trustees and the Retirement System of the UPR to attain the most feasible reform of the Pension Plan.

A sixteen-week work plan has been developed to undertake a thorough evaluation of certain studies performed and to oversee other operational, administrative and cash flow aspects of the UPR's Pension System; all leading towards the most responsible reform of the Pension System. The UPR expects to have a defined action plan by the end of the first quarter of calendar year 2019.

*Restructuring of Debt*

Pursuant to PROMESA, the UPR has access to different mechanisms to restructure its outstanding debt. At present, UPR has executed a forbearance agreement and is not in default. This forbearance will expire in June 2019. Within this timeframe, UPR expects to engage creditors to evaluate equitable restructuring alternatives.

**UPR Revenue Bonds P&Q**

	<u>Principal</u>	<u>Interest</u>	<u>Total Debt Service</u>
2019	23,115,000	18,862,875	41,977,875
2020	24,270,000	17,678,250	41,948,250
2021	25,480,000	16,434,500	41,914,500
2022	26,760,000	15,128,500	41,888,500
2023	28,095,000	13,757,125	41,852,125
2024	29,505,000	12,317,125	41,822,125
2025	30,975,000	10,805,125	41,780,125
2026	20,555,000	9,516,875	30,071,875
2027	21,585,000	8,463,375	30,048,375
2028	22,660,000	7,357,250	30,017,250
2029	23,790,000	6,196,000	29,986,000
2030	24,985,000	4,976,625	29,961,625
2031	12,795,000	4,032,125	16,827,125
2032	13,435,000	3,376,375	16,811,375
2033	14,110,000	2,687,750	16,797,750
2034	14,815,000	1,964,625	16,779,625
2035	15,555,000	1,205,375	16,760,375
2036	16,330,000	408,250	16,738,250
<b>Total</b>	<b>\$388,815,000</b>	<b>\$155,168,125</b>	<b>\$543,983,125</b>

**UPR Plaza Universitaria - AFICA Bonds**

	<u>Principal</u>	<u>Interest</u>	<u>Total Debt Service</u>
2019	2,725,000	1,487,141	4,212,141
2020	2,880,000	2,821,000	5,701,000
2021	3,020,000	2,677,000	5,697,000

**UPR Revenue Bonds P&Q**

	<u>Principal</u>	<u>Interest</u>	<u>Total Debt Service</u>
2022	3,175,000	2,526,000	5,701,000
2023	3,330,000	2,367,250	5,697,250
2024	3,500,000	2,200,750	5,700,750
2025	3,675,000	2,025,750	5,700,750
2026	3,855,000	1,842,000	5,697,000
2027	4,050,000	1,649,250	5,699,250
2028	4,255,000	1,446,750	5,701,750
2029	4,465,000	1,234,000	5,699,000
2030	4,690,000	1,010,750	5,700,750
2031	4,925,000	776,250	5,701,250
2032	5,170,000	530,000	5,700,000
2033	5,430,000	271,500	5,701,500
<b>Total</b>	<b>\$59,145,000</b>	<b>\$24,865,391</b>	<b>\$84,010,391</b>

*Reporting, Controls and Oversight*

In order to properly demonstrate the progress the University has achieved, an appropriate reporting and control infrastructure needs to be implemented. The current administration is aware of the legacy issues the University has had in its reporting functions, including financial statements, budget to actual reporting, and implementation reporting. As part of the newly established PMO office, the University has engaged external advisors to provide the necessary support in order to develop a systematic infrastructure and controls that will effectively provide on-time reporting. Initial / interim reports are currently being distributed to the FOMB, including monthly cash flow balances and movement reports.

**III. UPR SYSTEM**

**III. THE INSTITUTION HAS AN ANNUAL INDEPENDENT AUDIT CONFIRMING FINANCIAL VIABILITY WITH EVIDENCE OF FOLLOW-UP ON ANY CONCERNS CITED IN THE AUDIT'S ACCOMPANYING MANAGEMENT LETTER (STANDARD VI)**

The University of Puerto Rico engages and undergoes an annual independent audit in order to confirm its financial sustainability and the adequacy of its accounting procedures. Nearly over the last two decades, the University's annual independent audit has been conducted by Ernst & Young, one of the largest professional services firms in the world and one of the "Big Four" accounting firms. The financial reporting entity consists of the University and its four Component Units, which are legally separate organizations for which the University is financially accountable. Namely, these component units are *Desarrollos Universitarios, Inc.*, *Servicios Médicos Universitarios, Inc.*, University of Puerto Rico Parking System, Inc., and Materials Characterization Center, Inc. The

University, as a public corporation of the Commonwealth of Puerto Rico uses a fiscal year end date of June 30 to comprise its 12-month accounting periods. Independent certified public accountants also conduct an annual audit of each of the University's four Component Unit financial statements before they consolidate into the reporting entity. The accounting and reporting policies of the University conform to accounting principles generally accepted in the United States of America, as applicable to governmental entities, specifically the Government Accounting Standards Board (GASB), the standards setting body for establishing governmental accounting and financial reporting principles.

As mentioned, the University prepares its financial statements in accordance with GASB standards, and uses its financial statement disclosures to include key financial reporting ratios and debt ratings. The University's set of basic financial statements include the following: Statement of Net Position (Deficit), Statement of Revenues, Expenses and Changes in Net Position, Statement of Cash Flows, and Notes to the Basic Financial Statements, as well as other required supplementary information and supplemental schedules.

Management acknowledges its substandard historical financial reporting record in providing timely financial information in the form of audited financial statements. Nevertheless, the auditor's report issued in connection with audits for those historical financial statements have consistently stated unqualified audit opinions assuring that the financial statements present fairly, in all material respects, the University's financial position, results of operations, and cash flows in conformity with generally accepted accounting principles. This conclusion may be expressed only when the auditor has formed such an opinion, based on an audit performed in accordance with Generally Accepted Auditing Standards, and financial records indicate accurately the University's financial condition, in compliance with accounting standards.

Despite that an unqualified audit opinion has historically been issued in the University's financial statements, most recently an explanatory paragraph has been added to the auditor's standard report. While such an explanatory paragraph does not affect the unqualified categorization of the audit opinion, it includes the University's ability to continue as a going concern. The primary reason to support the auditor determination is based on the University's high dependence on the Commonwealth of Puerto Rico to finance its operations. Given the financial deterioration of the Commonwealth and its potential inability to continue to provide subsidies, it raises substantial doubt about the continuance of operations of the University.

The auditors going concern determination was included for the first time in the University's audited financial statements for fiscal year 2015, issued on September 7, 2016, thus approximately 28 months ago. The University has continued to accomplish its mission and its audited financial statements for fiscal year 2017 and 2016 showed substantial unrestricted cash of approximately \$289 million, and \$181 million, respectively; and all the University's required debt service ratios complied with debt service covenants. Additionally, year-to-date records show unrestricted cash of approximately \$240 million, thus consistently keeping up with large amounts of cash and hence liquidity levels.

Notwithstanding, management has plans to address any potential liquidity situation and continue providing services. As such, the University has revenue generation and

expense reduction measures aimed at ameliorating the reduction in the Commonwealth's appropriations to the University, which among others, include:

- Increase in tuition cost:  
A gradual increase in the undergraduate student cost from \$57 per credit to \$140 per credit by fiscal year 2023, and a gradual increase in the graduate student average annual tuition from \$3,699 per student in fiscal year 2018 to \$6,617 per student by fiscal year 2023.
- Transformational enhancements:  
A leaner administrative structure (keeping open the actual eleven campuses), driven by a reduction of redundant expenses, academic optimizations, and headcount reduction by attrition, coupled with reductions in a variety of employee fringe benefits such as Christmas bonus, a restructuring of the employer-sponsored medical insurance plan, and a restructuring of the University's defined benefit pension plan structure.

Given the complexity of the University's financial statements, which includes 11 institutional units, the preparation and submission of the financial statements have been delayed for most of the last 15 years. Initially, the migration from the legacy system to ORACLE was a major challenge, which has been intensified due to contemporary events. Events which took place during the past two years include:

1) the student stoppage which interrupted the operations of all campuses for 93 days, but less in other cases. This occurred during the second semester of the 2016-2017 academic year; and,

2) the operation interruptions and prolonged problems with electrical support systems and wireless communications due to the damages caused by hurricanes Irma and María during September 2017 thru the early months of calendar year 2018. After the stoppage ended, an extended deadline for submission was granted by the U.S. Department of Education for the annual audited financial statements fiscal years 2016 and 2017. The first deadline was March 30, 2018. The University was able to comply with the extended deadline for submission of the financial statements for fiscal year 2016, as they were finally issued on March 29, 2018 and its related compliance audit (Single Audit) on May 15, 2018.

The audited financial statements for fiscal year 2017 were to be issued by January 2, 2019 and were finally issued on January 14, 2019.

Despite the fact that the University was not able to submit its fiscal year 2017 Single Audit Report by December 30, 2018, it becomes relevant to highlight that the US OMB had issued an Administrative Relief for Grantees Impacted by Hurricanes Harvey, Irma and María. This relief allows submission of the fiscal year 2017 Single Audit by March 30th, 2019 (Appendix 14). Currently, the Single Audit is in its final phase and in the auditor's best estimate, it will be issued within the next few weeks.

The 2017 auditors' report includes the "Report on Internal Control and on Compliance". That section contains an internal control over financial reporting deficiency Number 2017-001, Financial Statement Close Process, deemed to be a material weakness in the

University's internal controls. The deficiency states that the University has multiple audit/post-closing entries, the compilation and reconciliation of data are not completed on a timely basis, and certain institutional units are not being effective and efficient in identifying accounting errors. Management acknowledges the problem and will increase its human resource capacity by bringing outsourced personnel to aid institutional units with the analysis and reconciliation of accounting differences and in the development of accounting estimates. Also, it is committed to improve its annual closing process by designing and implementing effective monitoring controls over the financial information. As such, general ledger accounts will be reviewed on a timely basis and properly supported with reconciliations, roll-forward schedules, and other appropriate documentation. To this end, the UPR management has taken the following steps that will help bring up-to-speed the reporting timeliness issue:

- Establishment of a financial and accounting closing process calendar;
- Identify key complex areas to reduce potential process holdups;
- Development of a reporting matrix to follow-up on progress;
- Set-up personnel at each institutional unit to serve as audit coordinator;
- Enable an on-line centralized repository for all requested documentation;
- Offer periodical trainings to its finance and accounting personnel in all institutional units;
- Hold frequent status meetings with institutional units, including Chancellors;
- Perform frequent status meetings with institutional unit finance directors, and when necessary, include the unit chancellor; and,
- Require, on a weekly basis, that the external auditors provide a listing of outstanding matters to ensure a smoother process.

These measures will ensure that all units respond on a timely basis and in an effective manner to the Central Administration (Appendices 15 and 16).

The University has made progress towards its financial reporting goals and will continue to make substantial investment in resources that will help bring up-to-speed the existing timeliness gap.

As part of management's plan to continue to close the existing gap in its financial reporting timeliness, address the above described material weakness issued by our external auditors, and modify its processes so as to include a reporting schedule that will preclude or minimize potential and recurring tardiness in the future. As such, the University will perform the following actions that will help distribute activities more evenly throughout the year, to include:

- Recording and analyzing activities throughout the year:  
This process will include quarterly accounting closings to ensure the ongoing completeness and accuracy of the data it collects; currently, this process is being performed thoroughly only on an annual basis.
- Closing and financial statement preparation processing:  
Due the fact that the University includes component units as part of its financial reporting entity, there needs to be early and ongoing communication with those units to ensure that the University receives all the information it needs.

- Contracting for professional services:  
This process will be revised to ensure it is performed in an expedited manner. This includes the procurement for the services of an independent auditor, as well as those for professional services, other than auditing.

The resulting gains from the enhanced processes will endeavor to mirror best industry and financial reporting practices so as to firmly uphold the University's MSCHE affiliation requirements, while fully complying with qualitative characteristics of an accounting system that makes quality and timely information available to all stakeholders.

#### IV. UPRRP

#### IV. THE INSTITUTION HAS A RECORD OF RESPONSIBLE FISCAL MANAGEMENT, HAS A PREPARED BUDGET FOR THE CURRENT YEAR, AND UNDERGOES AN EXTERNAL FINANCIAL AUDIT ON AN ANNUAL BASIS (STANDARD VI AND REQUIREMENT OF AFFILIATION 11)

UPRRP is characterized by a history of responsible fiscal management and budget allocations which has allowed the institution to achieve the results presented in previous sections and to comply with MSCHE standards of accreditation since 1946. There is renewed commitment, and decisive actions are being taken to protect and expand the funds that will allow UPRRP to fulfill its mission of serving Puerto Rico and enriching the student experience. UPRRP's recently approved Strategic Plan mandates a new operations model directed to increase fiscal sustainability, as is discussed in **Section I - UPRRP Financial Overview**.

**Section I - UPRRP Financial Overview**, presents the Campus strategies and initiatives for responsible fiscal management in light of the challenges ahead, the Consolidated Budget for current year FY 2018-2019, and projections through FY 2022-2023 in Table 2.

**Section III - UPR System** presents information on the external financial statements. It must be noted that the production of consolidated financial statements is a task performed by UPR Central Administration. We must emphasize that Río Piedras Campus has submitted on time all financial information requested by external auditors and Central Administration for the preparation of such documents. The UPR System Audited Financial Statement for FY 2016-2017 is included in Appendix 17.

## V. UPR SYSTEM

V. THE INSTITUTION HAS CERTIFICATION BY THE RELATED ENTITY THAT IT RECOGNIZES THE COMMISSION'S COMPLIANCE REQUIREMENTS AND WILL ENSURE THAT RESPONSIBILITIES OF THE RELATED ENTITY ARE FULFILLED, INCLUDING MAKING FREELY AVAILABLE TO THE COMMISSION ACCURATE, FAIR, AND COMPLETE INFORMATION THROUGH DISCLOSURE OF INFORMATION REQUIRED BY THE COMMISSION TO CARRY OUT ITS ACCREDITING RESPONSIBILITIES (RELATED ENTITIES POLICY; REQUIREMENT OF AFFILIATION 14)

**Exhibit A**

**Certification**

The Governing Board represents that it controls the University of Puerto Rico either  
*(the related entity)* *(the institution)*

directly or through one or more intermediate entities. It certifies that it recognizes the

Commission's compliance requirements for the University of Puerto Rico and will ensure  
*(the institution)*

that UPR, Río Piedras Campus responsibilities that relate to areas controlled or  
*(the institution's)*

influenced by the Governing Board are fulfilled.  
*(the related entity)*

Walter O. Alomar-Jiménez, Esq.  
*(print name of CEO of the related entity)*

  
*(signature of the CEO of the related entity)*

January 21, 2019  
*(date)*



## CONCLUSION

For more than 100 years, the *Tower (La Torre)* of UPRRP has been a symbol of pride and hope for Puerto Rican society. Throughout this century UPRRP's contributions to Puerto Rico have been vital for the island's continuous development and growth, and Puerto Rico, in turn has invested its confidence and pride in our Institution. As of today, UPRRP features the most extensive research and library resources and the broadest academic graduate and undergraduate offering on the Island. It is the top-rated university in Puerto Rico, ranked as a High Research University by the Carnegie Foundation for the Advancement of Teaching in its most recent rankings of 2018, due to the efforts and inspirations of a highly dedicated campus community and an effective management of resources. The diversity of UPRRP's 127 academic offerings, various unique in Puerto Rico and the Caribbean Region, and its distinctive and enriching environment for research, have offered hundreds of thousands of students the opportunity to fulfill their aspirations of becoming productive and contributing citizens in Puerto Rico and the world.

UPRRP is a prestigious institution of higher education and more. It has evidenced its commitment to academic quality through its more than fifty professional accreditations and commendations for its excellence. In addition, international recognition is evidenced by the sustained success of its graduates in all disciplines, the accomplishments and honors of a first-rate faculty by specialized international groups, and by the continued support from qualified staff. UPRRP is also especially recognized for its comprehensive cultural programs, the Museum of History and Anthropology, the recently renovated theater, the multiple international prizes won by its concert choir *Coralia*, as well as academic offerings that nurture both the student experience and Society in Puerto Rico and abroad. Our strengths as the leading research university on the island are critical for preparing the new professionals that Puerto Rico needs to face a new century of global transformations and competition.

UPRRP is a competitive university that offers an excellent education experience, transforms lives and opens new paths for future generations. Sustained enrollment figures, for academic year 2018-19, testify to the continuous trust of the Puerto Rican society in UPRRP's rigorous educational experience. The employer community continues to express their confidence in the professional competences of our graduates, as exemplified by the fact that of the approximately 7,000 Certified Public Accountants on the island, 78% graduated from the Campus' Accounting Department. Moreover, of the nine current Puerto Rico Supreme Court Judges, eight are UPR Law School graduates. Almost half (45%) of journalists at GFR Media, the most important media outlet in Puerto Rico, are School of Communication alumni. Our recently approved distance education master's program in Science and Information Technologies opens new avenues to expand UPRRP's outreach and financial support.

Renewed commitment and decisive actions to protect and expand the funds that will allow UPRRP to continue to fulfill its mission have been widely discussed throughout this report. A new operations model directs the Campus to more fiscally sustainable

management. Institutional purpose towards this goal is evidenced in the new Strategic Plan, *Commitment 2023*, approved by the Academic Senate in May, 2018. Steps for the transformation of administrative units by the Offices of the Deans of Academic Affairs and of Administration are already generating notable reductions in expenditures. As presented above, these will contribute to sustained operations projected through FY 2023.

DECEP's restructuring as the Campus Economic Engine is almost complete. New approaches and procedures are already implemented, and notable increases in new funds are being attained, as is shown in our discussion in this report. Above all, UPRRP is backed by a history of responsible administration that has operated with balanced budgets responding to strategic priorities. UPRRP has complied with Standard VI and Requirement of Affiliation 11 for decades. It is our firm intention to continue to do so as current results are validating.

We have demonstrated, with concrete evidence, the commitment of the Campus to academic excellence, research and knowledge creation, and its unquestionable responsiveness to the social and cultural needs of today through initiatives, such as, CAUCE, Urban, Community, and Business Action Center; the Pro-Bono Program of the School of Law; University Education in the Correctional System Pilot Project, among others. Above all, this report documents concrete results regarding the special and distinctive position that UPRRP occupies in higher education in Puerto Rico and for Hispanics as a whole, for example, being reported by NSF as a top ten doctorate granting Hispanic Institution in science and engineering in the USA in 2017. Very important for UPRRP, this report has also shown that a funding base and financial plans exist, and that these are being successfully implemented to ensure financial sufficiency and stability throughout the coming years.

We are proud of our MSCHE accreditation, which has been in effect since 1946. We are committed to working with this prestigious institution transparently and cooperatively as we have done for so many years. The value-added by this accreditation process in the transformation of our institutional culture is a main factor that has made UPRRP an outstanding higher education institution. Institutional assessment is well engrained in the Campus culture and provides valuable information to support decision making and allocation of resources at a time of multiple academic and financial challenges. With a high sense of accomplishment we express that this Show Cause Report demonstrates UPRRP's compliance with Standard of Accreditation VI and Requirements of Affiliation 11 and 14 of MSCHE.

# **TEACH-OUT PLAN AND ATTACHMENT A.1.c**

## TEACH-OUT PLANS AND AGREEMENTS FORM

Effective January 1, 2019

### Instructions:

- The institution must review the Commission's [Teach-Out Plans and Agreements Policy and Teach-Out Plans and Agreements Procedures](#). This form aligns with the [Policy and Procedures effective January 1, 2019](#).
- The institution must complete this form for any submission that requires a teach-out plan and/or teach-out agreement as delineated in Commission policy and procedure.
  - The institution submitting a substantive change request that also requires a teach-out plan and agreements must submit this form in addition to the substantive change request.
  - The institution undergoing a circumstance requiring a teach-out plan and agreements, as outlined in Commission policy and procedure, must submit this form.
- The institution must answer all applicable questions. If a question is not applicable to the specific type of teach-out, please answer "not applicable" with a short explanation.
- The institution must maintain student privacy protections in accordance with state and federal law and regulations.
- The institution must provide all required attachments to the Commission (as applicable). The Commission may not process the submission until all attachments are submitted or the Commission may process the request and require an updated teach-out plan.
- The institution must label all attachments exactly as indicated. See Section C: Checklist of Attachments.
- The institution must combine the form and all attachments into a single bookmarked PDF file.
- The institution must upload the PDF document into the secure MSCHE portal.
- If additional information is requested, the institution must upload it to the secure MSCHE portal.
- The institution should direct all questions to the institution's designated Commission staff liaison.

**Institution Name:** University of Puerto Rico, Río Piedras Campus

**Date of Submission:** 1/25/2019

### Type of Teach-Out:

- USDE emergency action to revoke Title IV
- State licensing or legal authorization revoked
- Commission action to show cause
- Commission action to deny candidate for accreditation status
- Commission action to deny accreditation
- Commission action to withdraw candidate for accreditation status
- Commission action to withdraw accreditation
- Institution voluntary surrender of accreditation/membership
- Substantive change to close institution (will cease operations entirely)
- Substantive change to close a location that offers 100% of a program
- Substantive change for change of legal status, ownership, or form of control
- Other Commission Requested

## SECTION A: TEACH-OUT PLAN

*Please answer all questions below. If a question is not applicable to the type of teach-out, please indicate "not applicable":*

### 1. Teach-Out Plan Summary

- a. Briefly describe the circumstances requiring the teach-out plan (250 words or less).

**On January 10<sup>th</sup>, 2019, the Middle States Commission on Higher Education informed the acting chancellor of the University of Puerto Rico, Río Piedras Campus: To require that the institution complete and submit for approval, by January 25, 2019, a comprehensive, implementable teach – out plan.**

Describe the institution's orderly plan for closure (500 words or less).

**The institution will complete the closure process in 24 months. This will be done in compliance with federal and state regulations, accrediting agencies, and the Council of Education of Puerto Rico (CEPR, the government agency responsible for administering public policy about education standards in Puerto Rico). The necessary measures will be taken so that the community and public interest will be affected as little as possible from the institution's closure. These measures include: a widespread notification of the closure to all those potentially affected, especially active students and employees; the establishment of agreements with other institutions for the transfer of students; offering orientation, psychological services, and the necessary documentation for the active student to be able to continue studies in another institution; the establishment of a mechanism for students and alumni to continue receiving official credit transcription services and other documentation related to the academic registrar's office; offering orientation about other employment opportunities and psychological services to the employees of the campus; and the continuation of academic offerings without affecting their quality until the institution is closed.**

- b. Provide the estimated start date and end date for the teach-out period, during which time the institution can reasonably complete the full implementation of the teach-out. The teach-out period can range from 18-24 months. Also indicate the anticipated date of closure of the institution or a site.

**The dates provided are estimates, given that the university currently maintains its accreditation.**

Estimated Teach-out Period Start Date: **At the time in which the institution stops being accredited, assuming it is upcoming would be in April 1, 2019.**

Estimated Teach-out Period End Date: **This could be as early as March 31, 2021.**

Anticipated Date of Closure: **This could be in December 31, 2021.**

- *The institution is required to provide a timeline for the implementation of the teach-out plan. The timeline should be comprehensive and indicate key milestones. Label the attachment **1-Teach-OutTimeline**.*

- c. If the institution is requesting longer than 24 months for the teach-out, provide evidence that an extended period is warranted to equitably provide for students to complete their education.

**Not applicable**

- d. Provide an inventory of academic programs included in the teach-out plan, including the following information:

<b>Inventory of Academic Programs Included in the Teach-out Plan</b>						
<b>Name of program including credential level as it appears in the institution's catalog Río Piedras Campus</b>	<b>% of program offered at current location</b>	<b>Proposed Program End Date MM/DD/YYYY</b>	<b>Number of students currently enrolled in program (as of the time of submission)</b>	<b>Number of students who can complete by program end date</b>	<b>Number of students who will not complete by program end date</b>	<b>Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)</b>
<b>Undergraduate level programs</b>						
Bachillerato en Administración de Empresas – Programa General (BBA) Bachelor of Business Administration – General	100%	01/01/2021	180	21	159	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con concentración en Contabilidad (BBA) Bachelor of Business Administration with major in Accounting	100%	01/01/2021	766	268	498	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con concentración en Economía (BBA) Bachelor of Business Administration with major in Economics	100%	01/01/2021	55	12	43	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con concentración en Estadística Aplicada (BBA) Bachelor of Business Administration with major in Applied Statistics	100%	01/01/2021	26	13	13	Yes Association to Advance Collegiate Schools of Business (AACSB)

<b>Inventory of Academic Programs Included in the Teach-out Plan</b>						
<b>Name of program including credential level as it appears in the institution's catalog Río Piedras Campus</b>	<b>% of program offered at current location</b>	<b>Proposed Program End Date MM/DD/YYYY</b>	<b>Number of students currently enrolled in program (as of the time of submission)</b>	<b>Number of students who can complete by program end date</b>	<b>Number of students who will not complete by program end date</b>	<b>Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)</b>
Bachillerato en Administración de Empresas con concentración en Finanzas (BBA) Bachelor of Business Administration with major in Finance	100%	01/01/2021	253	86	167	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con concentración en Gerencia de Mercadeo Bachelor of Business Administration with major in Marketing Management	100%	01/01/2021	378	132	246	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con Concentración en Gerencia de Recursos Humanos Bachelor of Business Administration with major in Human Resources Management	100%	01/01/2021	161	66	95	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con concentración en Gerencia de Operaciones y Suministros Bachelor of Business Administration with major in Operation Management and Supplies	100%	01/01/2021	83	15	68	Yes Association to Advance Collegiate Schools of Business (AACSB)
Bachillerato en Administración de Empresas con concentración en Sistemas Computadorizados de Información (BBA) Bachelor of Business Administration with major in Computer Information Systems	100%	01/01/2021	139	43	96	Yes Association to Advance Collegiate Schools of Business, Accreditation Board for Engineering & Technology-Computing

Inventory of Academic Programs Included in the Teach-out Plan						
Name of program including credential level as it appears in the institution's catalog Río Piedras Campus	% of program offered at current location	Proposed Program End Date MM/DD/YYYY	Number of students currently enrolled in program <i>(as of the time of submission)</i>	Number of students who can complete by program end date	Number of students who will not complete by program end date	Program is accredited by another recognized accrediting agency (yes/no) <i>(name of accreditor)</i>
						Accreditation Commission (AACSB, ABET-CAC)
Bachillerato en Gerencia de Oficina Bachelor of Office Management	100%	01/01/2021	151	32	119	Yes Accreditation Council for Business Schools & Programs (ACBSP)
Bachillerato en Diseño Ambiental Bachelor of Environmental Design	100%	01/01/2021	291	93	198	No
Bachillerato en Ciencias con concentración en Biología Bachelor of Science with major in Biology	100%	01/01/2021	973	379	594	No
Bachillerato en Ciencias con concentración en Ciencias Ambientales Bachelor of Science with major in Environmental Sciences	100%	01/01/2021	316	90	226	No
Bachillerato en Ciencias con concentración en Estudios Interdisciplinarios Bachelor of Science with major in Interdisciplinary Studies	100%	01/01/2021	280	137	143	No
Bachillerato en Ciencia de Cómputos Bachelor of Computer Science	100%	01/01/2021	140	46	94	Yes Accreditation Board for Engineering & Technology-Computing Accreditation



<b>Inventory of Academic Programs Included in the Teach-out Plan</b>						
<b>Name of program including credential level as it appears in the institution's catalog Río Piedras Campus</b>	<b>% of program offered at current location</b>	<b>Proposed Program End Date MM/DD/YYYY</b>	<b>Number of students currently enrolled in program (as of the time of submission)</b>	<b>Number of students who can complete by program end date</b>	<b>Number of students who will not complete by program end date</b>	<b>Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)</b>
						Commission (ABET-CAC)
Bachillerato en Ciencias con concentración en Física Bachelor of Science with major in Physics	100%	01/01/2021	154	37	117	No
Bachillerato en Ciencias con concentración en Matemáticas Bachelor of Science with major in Mathematics	100%	01/01/2021	122	33	89	No
Bachillerato en Ciencias con concentración en Nutrición y Dietética Bachelor of Science with major in Nutrition and Dietetics	100%	01/01/2021	131	63	68	Yes Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Bachillerato en Ciencias con concentración en Química Bachelor of Science with major in Chemistry	100%	01/01/2021	407	150	257	Yes Certified by American Chemical Society (ACS)
Bachillerato en Artes con concentración en Antropología Bachelor of Arts with major in Anthropology	100%	01/01/2021	153	39	114	No
Bachillerato en Artes con concentración en Ciencias Políticas Bachelor of Arts with major in Political Sciences	100%	01/01/2021	261	83	178	No
Bachillerato en Artes con concentración en Ciencias Sociales Bachelor of Arts with major in Social Sciences	100%	01/01/2021	238	54	184	No

<b>Inventory of Academic Programs Included in the Teach-out Plan</b>						
<b>Name of program including credential level as it appears in the institution's catalog Río Piedras Campus</b>	<b>% of program offered at current location</b>	<b>Proposed Program End Date MM/DD/YYYY</b>	<b>Number of students currently enrolled in program (as of the time of submission)</b>	<b>Number of students who can complete by program end date</b>	<b>Number of students who will not complete by program end date</b>	<b>Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)</b>
Bachillerato en Artes con concentración en Economía Bachelor of Arts with major in Economics	100%	01/01/2021	123	36	87	No
Bachillerato en Artes con concentración en Geografía Bachelor of Arts with major in Geography	100%	01/01/2021	123	32	91	No
Bachillerato en Artes con concentración en Psicología Bachelor of Arts with major in Psychology	100%	01/01/2021	632	227	405	No
Bachillerato en Artes con concentración en Relaciones Laborales Bachelor of Arts with major in Labor Relations	100%	01/01/2021	237	61	176	No
Bachillerato en Artes con concentración en Sociología Bachelor of Arts with major in Sociology	100%	01/01/2021	157	43	114	No
Bachillerato en Artes con concentración en Trabajo Social Bachelor of Arts with major in Social Work	100%	01/01/2021	376	123	253	Yes Council on Social Work Education (CSWE)
Bachillerato en Artes en Comunicación con concentración en Comunicación Audiovisual Bachelor of Arts in Communication with major in Audiovisual Communication	100%	01/01/2021	180	54	126	Yes Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
Bachillerato en Artes en Comunicación con concentración en Información y Periodismo Bachelor of Arts in	100%	01/01/2021	159	47	112	Yes Accrediting Council on Education in Journalism and Mass

<b>Inventory of Academic Programs Included in the Teach-out Plan</b>						
<b>Name of program including credential level as it appears in the institution's catalog Río Piedras Campus</b>	<b>% of program offered at current location</b>	<b>Proposed Program End Date MM/DD/YYYY</b>	<b>Number of students currently enrolled in program (as of the time of submission)</b>	<b>Number of students who can complete by program end date</b>	<b>Number of students who will not complete by program end date</b>	<b>Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)</b>
Communication with major in Information and Journalism						Communications (ACEJMC)
Bachillerato en Artes en Comunicación con concentración en Relaciones Públicas y Publicidad Bachelor of Arts in Communication with major in Public Relations and Publicity	100%	01/01/2021	166	58	108	Yes Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
Bachillerato en Artes en Educación con concentración en Arte Bachelor of Arts in Education with major in Arts	100%	01/01/2021	50	13	37	Yes Council for the Accreditation of Educator Preparation (CAEP)
Bachillerato en Artes en Educación con concentración en Música Bachelor of Arts in Education with major in Music	100%	01/01/2021	67	24	43	Yes Council for the Accreditation of Educator Preparation (CAEP)
Bachillerato en Artes en Educación con concentración en Teatro Bachelor of Arts in Education with major in Theater	100%	01/01/2021	90	20	70	Yes Council for the Accreditation of Educator Preparation (CAEP)
Bachillerato en Artes en Educación Elemental con concentración en Educación Elemental (K-3) Bachelor of Arts in Elementary Education with major in Elementary Education (K-3)	100%	01/01/2021	82	37	45	Yes Council for the Accreditation of Educator Preparation, National Association for the Education of

<b>Inventory of Academic Programs Included in the Teach-out Plan</b>						
<b>Name of program including credential level as it appears in the institution's catalog Río Piedras Campus</b>	<b>% of program offered at current location</b>	<b>Proposed Program End Date MM/DD/YYYY</b>	<b>Number of students currently enrolled in program (as of the time of submission)</b>	<b>Number of students who can complete by program end date</b>	<b>Number of students who will not complete by program end date</b>	<b>Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)</b>
						Young Children (CAEP, NAEYC)
Bachillerato en Artes en Educación Elemental con concentración en Educación Elemental (4-6) Bachelor of Arts in Elementary Education with major in Elementary Education (4-6)	100%	01/01/2021	50	24	26	Yes Council for the Accreditation of Educator Preparation, Association for Childhood Education International (CAEP, ACEI)
Bachillerato en Artes en Educación Elemental con concentración en Educación Especial Bachelor of Arts in Elementary Education with major in Special Education	100%	01/01/2021	180	74	106	Yes Council for the Accreditation of Educator Preparation, Council for the Exceptional Children (CAEP, CEC)
Bachillerato en Artes en Educación en Pre-Escolar Bachelor of Arts in Preschool Education	100%	01/01/2021	59	21	38	Yes Council for the Accreditation of Educator Preparation, National Association for the Education of Young Children (CAEP, NAEYC)
Bachillerato en Artes en Educación Elemental con concentración en la Enseñanza del Inglés a Hispanoparlantes Bachelor of Arts in Elementary	100%	01/01/2021	59	28	31	Yes Council for the Accreditation of Educator Preparation,

Inventory of Academic Programs Included in the Teach-out Plan						
Name of program including credential level as it appears in the institution's catalog Río Piedras Campus	% of program offered at current location	Proposed Program End Date MM/DD/YYYY	Number of students currently enrolled in program (as of the time of submission)	Number of students who can complete by program end date	Number of students who will not complete by program end date	Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)
Education with major in Teaching English to Spanish-Speakers						Teachers of English to Speakers of other Languages (CAEP, TESOL)
Bachillerato en Artes en Educación Secundaria con concentración en Biología Bachelor of Arts in Education in Secondary Education with major in Biology	100%	01/01/2021	62	14	48	Yes Council for the Accreditation of Educator Preparation, National Science Teachers Association (CAEP, NSTA)
Bachillerato en Artes en Educación Secundaria con concentración en Ciencias Bachelor of Arts in Education in Secondary Education with major in Sciences	100%	01/01/2021	77	18	59	Yes Council for the Accreditation of Educator Preparation, National Science Teachers Association (CAEP, NSTA)
Bachillerato en Artes en Educación Secundaria con concentración en Educación Física Bachelor of Arts in Education in Secondary Education with major in Physical Education	100%	01/01/2021	153	51	102	Yes Council for the Accreditation of Educator Preparation, American Alliance for Health Physical Education, Recreation and Dance (CAEP, AAHPERD)
Bachillerato en Artes en Educación Secundaria con concentración en Español Bachelor of Arts in Education in	100%	01/01/2021	70	31	39	Yes Council for the Accreditation of Educator

Inventory of Academic Programs Included in the Teach-out Plan						
Name of program including credential level as it appears in the institution's catalog Río Piedras Campus	% of program offered at current location	Proposed Program End Date MM/DD/YYYY	Number of students currently enrolled in program (as of the time of submission)	Number of students who can complete by program end date	Number of students who will not complete by program end date	Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)
Secondary Education with major in Spanish						Preparation (CAEP)
Bachillerato en Artes para la Educación de la Familia y la Comunidad Bachelor of Arts for the Education of the Family and Community	100%	01/01/2021	19	4	15	No
Bachillerato en Artes en Educación Secundaria con concentración en Física Bachelor of Arts in Education in Secondary Education with major in Physics	100%	01/01/2021	56	7	49	Yes Council for the Accreditation of Educator Preparation, National Science Teachers Association (CAEP, NSTA)
Bachillerato en Artes en Educación Secundaria con concentración en Historia Bachelor of Arts in Education in Secondary Education with major in History	100%	01/01/2021	76	24	52	Yes Council for the Accreditation of Educator Preparation (CAEP)
Bachillerato en Artes en Educación Secundaria con concentración en la Enseñanza del Inglés a Hispanoparlantes Bachelor of Arts in Education in Secondary Education with major in Teaching English to Spanish-Speakers	100%	01/01/2021	116	36	80	Yes Council for the Accreditation of Educator Preparation, Teachers of English to Speakers of Other Languages (CAEP, TESOL)
Bachillerato en Artes en Educación Secundaria con concentración en Matemáticas Bachelor of Arts in Education in	100%	01/01/2021	68	22	46	Yes Council for the Accreditation of Educator Preparation,

Inventory of Academic Programs Included in the Teach-out Plan						
Name of program including credential level as it appears in the institution's catalog Río Piedras Campus	% of program offered at current location	Proposed Program End Date MM/DD/YYYY	Number of students currently enrolled in program (as of the time of submission)	Number of students who can complete by program end date	Number of students who will not complete by program end date	Program is accredited by another recognized accrediting agency (yes/no) (name of accreditor)
Secondary Education with major in Mathematics						National Council of Teacher Mathematics (CAEP, NCTM)
Bachillerato en Artes en Educación Secundaria con concentración en Química Bachelor of Arts in Education in Secondary Education with major in Chemistry	100%	01/01/2021	66	18	48	Yes Council for the Accreditation of Educator Preparation, National Science Teachers Association (CAEP, NSTA)
Bachillerato en Artes en Educación Secundaria con concentración en Estudios Sociales Bachelor of Arts in Education in Secondary Education with major in Social Studies	100%	01/01/2021	15	3	12	Yes Council for the Accreditation of Educator Preparation (CAEP)
Bachillerato en Artes en Educación con concentración en Recreación Bachelor of Arts in Education with major in Recreation	100%	01/01/2021	125	40	85	No
Bachillerato en Artes en Estudios Generales Bachelor of Arts in General Studies	100%	01/01/2021	215	52	163	No
Bachillerato en Artes con Concentración en Artes Plásticas Bachelor of Arts with major in Plastic Arts	100%	01/01/2021	139	60	79	No
Bachillerato en Artes con concentración en Estudios Hispánicos	100%	01/01/2021	67	24	43	No

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Bachelor of Arts with major in Hispanic Studies						
Bachillerato en Artes con concentración en Estudios Interdisciplinarios Bachelor of Arts with major in Interdisciplinary Studies	100%	01/01/2021	165	58	107	No
Bachillerato en Artes con concentración en Filosofía Bachelor of Arts with major in Philosophy	100%	01/01/2021	47	10	37	No
Bachillerato en Artes con concentración en Historia de las Américas Bachelor of Arts with major in History of the Americas	100%	01/01/2021	77	26	51	No
Bachillerato en Artes con concentración en Historia del Arte Bachelor of Arts with major in History of Art	100%	01/01/2021	122	53	69	No
Bachillerato en Artes con concentración en Historia de Europa Bachelor of Arts with major in European History	100%	01/01/2021	89	39	50	No
Bachillerato en Artes en Inglés con concentración en Literatura Bachelor of Arts in English with major in Literature	100%	01/01/2021	104	47	57	No
Bachillerato en Artes con concentración en Lenguas Modernas Bachelor of Arts with major in Modern Languages	100%	01/01/2021	385	140	245	No
Bachillerato en Artes en Inglés con concentración en Lingüística y Comunicación	100%	01/01/2021	62	19	43	No



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Bachelor of Arts in English with major in Linguistics and Communication						
Bachillerato en Artes con concentración en Literatura Comparada Bachelor of Arts with major in Comparative Literature	100%	01/01/2021	129	32	97	No
Bachillerato en Artes con concentración en Música Bachelor of Arts with major in Music	100%	01/01/2021	107	37	70	No
Bachillerato en Artes con concentración en Drama Bachelor of Arts with major in Drama	100%	01/01/2021	266	94	172	No
Bachillerato en Ciencias en Ingeniería de Computadoras Bachelor of Science in Computer Engineering (Articulated Transfer Program)	29%	01/01/2021	21	1	20	Yes Accreditation Board for Engineering and Technology (ABET)
Bachillerato en Ciencias en Ingeniería Eléctrica Bachelor of Science in Electrical Engineering (Articulated Transfer Program)	29%	01/01/2021	13	0	13	Yes Accreditation Board for Engineering and Technology (ABET)
Bachillerato en Ciencias en Ingeniería Mecánica Bachelor of Science in Mechanical Engineering (Articulated Transfer Program)	30%	01/01/2021	24	0	24	Yes Accreditation Board for Engineering and Technology (ABET)
<b>Post bachelor and post graduate certificates</b>						
Certificado Post-Bachillerato - Administrador de Documentos y Archivos Post Bachelor Certificate in Record Management and Archive	100%	01/01/2021	11	0	11	No

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Certificado Post-Bachillerato de Maestro Bibliotecario - a distancia Post Bachelor Certificate in School Librarian – Face to face and Distance	100%	01/01/2021	5	0	5	No
Certificado Post-Maestría - Administración de Bibliotecas Académicas Públicas y Especiales Post Master Certificate in Public, Academic and Special Librarian Administration	100%	01/01/2021	7	0	7	No
Certificado Graduado de Traductor Especializado Graduate Certificate of Specialized Translator	100%	01/01/2021	0	0	0	No
Certificado Pos-Grado de Lingüística Aplicada al Español Post Graduate Certificate in Applied Linguistic in Spanish	100%	01/01/2021	0	0	0	No
<b>Master's level programs</b>						
Maestría en Administración de Empresas Master of Business Administration	100%	01/01/2021	138	60	78	Yes Association to Advance Collegiate Schools of Business (AACSB)
Maestría en Administración Pública con especialidad en Administración de Recursos Humanos y Relaciones Laborales Master of Public Administration in Human Resources Management and Labor Relations	100%	01/01/2021	22	12	10	No

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Maestría en Administración Pública con especialidad en Gestión Pública Master of Public Administration in Public Management	100%	01/01/2021	11	2	9	Yes Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
Maestría en Administración Pública con especialidad en Gobierno y Política Pública Master of Public Administration in Government and Public Policy	100%	01/01/2021	15	5	10	Yes Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
Maestría en Arquitectura (MArch) Master of Architecture	100%	01/01/2021	58	34	24	Yes National Architectural Accrediting Board (NAAB)
Maestría en Artes con especialidad en Economía Master of Arts in Economics	100%	01/01/2021	46	24	22	No
Maestría en Artes con especialidad en Estudios Hispánicos Master of Arts in Hispanic Studies	100%	01/01/2021	77	56	21	No
Maestría en Artes con especialidad en Filosofía Master of Arts in Philosophy	100%	01/01/2021	38	23	15	No
Maestría en Artes con especialidad en Historia Master of Arts in History	100%	01/01/2021	63	43	20	No
Maestría en Artes con especialidad en Inglés Master of Arts in English	100%	01/01/2021	43	14	29	No
Maestría en Artes con especialidad en Lingüística Master of Arts in Linguistics	100%	01/01/2021	32	14	18	No

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Maestría en Artes con especialidad en Literatura Comparada Master of Arts in Comparative Literature	100%	01/01/2021	33	12	21	No
Maestría en Artes con especialidad en Psicología Académica e Investigativa Master of Arts in Research and Academic Psychology	100%	01/01/2021	11	3	8	No
Maestría en Artes con especialidad en Psicología Clínica Master of Arts in Clinical Psychology	100%	01/01/2021	32	2	30	No
Maestría en Artes con especialidad en Psicología Industrial Organizacional Master of Arts in Industrial Organizational Psychology	100%	01/01/2021	35	18	17	No
Maestría en Artes con especialidad en Psicología Social Comunitaria Master of Arts in Community Social Psychology	100%	01/01/2021	25	13	12	No
Maestría en Artes con especialidad en Sociología Master of Arts in Sociology	100%	01/01/2021	23	12	11	No
Maestría en Artes con especialidad en Traducción Master of Arts in Translation	100%	01/01/2021	91	50	41	No
Maestría en Artes en Comunicación con especialidad en Periodismo Master of Arts in Communication in Journalism	100%	01/01/2021	13	4	9	No
Maestría en Artes en Comunicación con especialidad	100%	01/01/2021	14	8	6	No

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en Teoría e Investigación Master of Arts in Communication in Theory and Research						
Maestría en Artes en Gestión y Administración Cultural Master of Arts in Management and Cultural Administration	100%	01/01/2021	58	19	39	No
Maestría en Ciencias con especialidad en Biología Master of Science in Biology	100%	01/01/2021	41	23	18	No
Maestría en Ciencias con especialidad en Ciencias Ambientales Master of Science in Environmental Sciences	100%	01/01/2021	24	17	7	No
Maestría en Ciencias con especialidad en Física Master of Science in Physics	100%	01/01/2021	5	3	2	No
Maestría en Ciencias con especialidad en Matemáticas Master of Science in Mathematics	100%	01/01/2021	24	8	16	No
Maestría en Ciencias con especialidad en Química Master of Science in Chemistry	100%	01/01/2021	4	4	0	Yes Certified by American Chemical Society (ACS)
Maestría en Ciencias de la Información (MIS) Master of Information Sciences	100%	01/01/2021	38	16	22	Yes American Library Association (ALA)
Maestría en Ciencias del Ejercicio con especialidad en Fisiología del Ejercicio Master of Exercise Science in Exercise Physiology	100%	01/01/2021	20	11	9	No

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Maestría en Derecho Master of Laws	100%	01/01/2021	8	0	8	Yes American Bar Association (ABA)
Maestría en Consejería y Rehabilitación (MRC) Master of Rehabilitation Counseling	100%	01/01/2021	92	21	71	Yes Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Maestría en Educación con especialidad en Currículo y Enseñanza (MEd) Master of Education in Curriculum and Teaching	100%	01/01/2021	45	16	29	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Educación con especialidad en Educación del Niño (Lectura) (MEd) Master of Education in Child Education- Reading	100%	01/01/2021	15	8	7	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Educación con especialidad en Educación del Niño (Preescolar) (MEd) Master of Education in Child Education- Preschool	100%	01/01/2021	16	8	8	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Educación con especialidad en Educación Especial (MEd) Master of Education in Special Education	100%	01/01/2021	35	19	16	Yes Council for the Accreditation of Educator Preparation (CAEP)

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Maestría en Educación con especialidad en Investigación y Evaluación Educativa (MEd) Master of Education in Educational Research and Evaluation	100%	01/01/2021	25	18	7	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Educación con Enseñanza del Inglés como Segundo Idioma Master of Education in Teaching English as a Second Language	100%	01/01/2021	20	4	16	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Educación con especialidad en Liderazgo en Organizaciones Educativas Master of Education in Leadership in Educational Organizations	100%	01/01/2021	19	5	14	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Educación con especialidad en Orientación y Consejería (MEd) Master of Education in Guidance and Counseling	100%	01/01/2021	42	29	13	Yes Council for the Accreditation of Educator Preparation (CAEP)
Maestría en Gestión y Desarrollo de Cooperativas y Organizaciones Solidarias Master in Management and Development of Cooperatives and Community Based Organizations	100%	01/01/2021	31	16	15	No
Maestría en Planificación (MPI) Master of Planning	100%	01/01/2021	63	38	25	Yes Planning Accreditation Board (PAB)

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Maestría en Trabajo Social (MSW) Master of Social Work	100%	01/01/2021	98	54	44	Yes Council Social Work Education (CSWE)
Juris Doctor (JD)	100%	01/01/2021	615	200	415	Yes American Bar Association (ABA)
<b>Doctoral level programs</b>						
Doctorado en Educación con especialidad en Currículo y Enseñanza (EdD) Doctor of Education in Curriculum and Teaching	100%	01/01/2021	187	61	126	No
Doctorado en Educación con especialidad en Liderazgo en Organizaciones Educativas Doctor of Education in Leadership in Educational Organizations	100%	01/01/2021	83	44	39	No
Doctorado en Educación con especialidad en Orientación y Consejería Doctor of Education in Guidance and Counseling	100%	01/01/2021	28	10	18	No
Doctorado en Filosofía con especialidad en Biología Doctor of Philosophy in Biology	100%	01/01/2021	60	43	17	No
Doctorado en Filosofía con especialidad en Ciencias Ambientales Doctor of Philosophy in Environmental Sciences	100%	01/01/2021	44	29	15	No
Doctorado en Filosofía con especialidad en Estudios Hispánicos Doctor of Philosophy in Hispanic Studies	100%	01/01/2021	77	56	21	No



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Doctorado en Filosofía con especialidad en Física-Química Doctor of Philosophy in Physics-Chemistry	100%	01/01/2021	34	28	6	No
Doctorado en Filosofía con especialidad en Matemáticas Doctor of Philosophy in Mathematics	100%	01/01/2021	14	6	8	No
Doctorado en Filosofía con especialidad en Historia Doctor of Philosophy in History	100%	01/01/2021	45	33	12	No
Doctorado en Filosofía con especialidad en Psicología Doctor of Philosophy in Psychology	100%	01/01/2021	90	70	20	No
Doctorado en Filosofía con especialidad en Química Doctor of Philosophy in Chemistry	100%	01/01/2021	75	69	6	Yes Certified by American Chemical Society (ACS)
Doctorado en Filosofía con especialidad en Trabajo Social Doctor of Philosophy in Social Work	100%	01/01/2021	37	16	21	No
Doctorado en Filosofía en Administración de Empresas con especialidad en Comercio Internacional Doctor of Philosophy in Business Administration in International Commerce	100%	01/01/2021	12	1	11	Yes Association to Advance Collegiate Schools of Business (AACSB)
Doctorado en Filosofía en Administración de Empresas con especialidad en Finanzas Doctor of Philosophy in Business Administration in Finance	100%	01/01/2021	8	3	5	Yes Association to Advance Collegiate Schools of Business (AACSB)

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Doctorado en Filosofía y Letras con especialidad en Inglés Doctor of Philosophy and Letters in English	100%	01/01/2021	56	40	16	No

e. Identify the name of a designated staff person to supervise and implement teach-out activities.

**Acting Chancellor – Dr. Luis Ferrao, Acting Dean of Academic Affairs – Prof. Leticia Fernandez, Dean of Student Affairs, - Dr. Gloria Diaz, Acting Dean of Administrative Affairs – Mrs. Aurora Sotogras, Acting Dean of Graduate Studies - Dra. Carmen Maldonado**

**2. Equitable Treatment of Students**

a. Describe how the institution will assist current students who are reasonably able to complete their academic programs/credentials by the proposed program end date.

**The academic progress of all students will be evaluated to determine the courses they need to complete their academic degree and they will be informed of the results. The necessary courses will be regularly offered for students who can finish their required courses within the 24 months period of the teach - out plan and the students will be aided in configuring their class schedule according to the curricular sequence.**

b. Describe how the institution will assist current students who are not reasonably able to complete their academic programs/credentials by the proposed program end date.

**The academic progress of all students will be evaluated to determine the courses they need to complete their academic degree and they will be informed of the results. Students who cannot complete the courses in a period of 24 months following the beginning of the teach - out plan will be informed about their need to transfer to another institution and will be guided on the academic offerings of the other institutions.**

c. Describe academic services and any specific student services (academic counseling, information sessions, transfer assistance activities, financial aid counseling, etc.) that will be offered to students by the institution during the teach-out period.

**Resources and time will be reserved to receive students who need counseling services to manage the new life circumstances that the loss of accreditation of the institution may incur and all of the consequences this may have, given that students may need to change the location of their study, within or outside of the institutional system, or change their major or study program if there are no equivalents or these are unavailable or financially inaccessible to the student, given personal circumstances. Furthermore, the staff will create group sessions and forums to attend the needs of the students with this topic. Group and individual orientation sessions and spaces of time will be offered to any student who has received**

federal student aid. They will be advised on the impact of discredit and the consequent ineligibility to participate in the Higher Education Act program. A crucial example of these consequences is that when the students deactivates their enrollment and stops studying or is an active student at a discredited institution, the student will not be eligible for loan deferment of federal student loans. For those students who only receive federal scholarships (Pell Grant), orientation will be provided about the costs of study that must be paid with personal funds or other alternatives, given that they can no longer receive federal funds. Finally, they will be oriented about the resources that do remain available, including legislative scholarships and scholarships provided by non-profit organizations or private corporations.

- *The institution is required to provide evidence that financial aid counseling has been conducted and onsite articulation events have taken place. Label the attachment(s) 2-**FinAidCounseling** and 3-**ArticulationEvents**.*

### 3. Required Notifications

- a. Describe how the institution will specify additional financial charges, if any, that may result from the teach-out plan and how the institution will notify current and prospective students of any additional charges they will encounter because of the teach-out plan.

**The analysis to determine if additional financial charges will be necessary is in progress. If additional financial charges are necessary, active students will be notified by e-mail and the general community will be notified on the official webpage of the campus.**

- *The institution is required to provide evidence that it has notified students of any additional charges. Label the attachment 4-**NotifAddCharges**.*

- b. Describe how the institution will notify all relevant stakeholders (current and prospective students, faculty, staff, public) about the teach-out and its intent to cease operations or close a site.

**The relevant stakeholders will be informed through communications sent by mail and e-mail, announcements on the official webpage of the Río Piedras campus, an official statement for the general press circulation of the country, and informative meetings on campus. The admission process to the campus will be suspended for all programs on the day of the decision of the institution's closure. Every promotion for student admissions will be eliminated from the campus webpage. The students who have already been admitted for the following academic year will also be notified through the aforementioned media.**

- *The institution is required to provide evidence that it has notified all relevant stakeholders about the teach-out and that it has posted an official public disclosure on its website. Label attachment 5-**NotifTeach-Out**.*

### 4. Final Disposition of Records

- a. Provide a proposal for the final disposition of all records related to the teach-out as applicable:
  1. Student records (admissions, financial aid, academic transcripts, faculty recommendations, final grades)

The financial aid files which correspond to both active and former students within the past three years will be transferred to the central archive of the campus, as required by the regulations of the Federal Department of Education (34 CFR 668.24 and 27). The files of the students attended by the Department of Counseling for Student Development and the Office of Services for Students with Disabilities will be stored through the TITANIUM system. Those files which correspond to years required to be saved and which are physical will be transferred to the central archive of the campus. Regarding the medical services records, those files which correspond with years required to be saved will be transferred to the central archive of the campus. The files of the Assistant Dean's Office on international relations which correspond with years required to be saved will be transferred to the central archive of the campus. The files of the admissions process which correspond with years required to be saved will be transferred to the central archive of the campus. In the event that the capacity of the central archive is not sufficient for the volume of documents, they will all be scanned to upload them to a cloud storage system in digital format. Regarding the academic documentation of the students (records, courses, grades, personal data) of the Registrar's Office, the institution has institutional policies that identify the nature of the documents that must be permanently saved, in order to comply with internal regulations from the U.S. Department of Education about data privacy and confidentiality (Privacy Act) and external agencies. The Registrar's Office includes a Records Division with specific staff responsible for safekeeping and protecting academic documents. There are specific security access measures in place for the protection of the documents.

2. Personnel records (faculty and staff, payroll, benefits, recommendations, etc.)

The University Archive of the Río Piedras campus will be the unit responsible for proceeding with the provision of records in conformity with the Administration of Public Documents Act (Act 5, as amended). To remain in operation, once the campus is closed, the university archive will become an autonomous unit of the Institute of Puerto Rican Culture, which will be the keeper of all records.

3. Fiscal records (Federal and state grants, creditor, final audited financial statements)

The University Archive of the Río Piedras campus will be the unit responsible for proceeding with the provision of records in conformity with the Administration of Public Documents Act (Act 5, as amended). To remain in operation, once the campus is closed, the university archive will become an autonomous unit of the Institute of Puerto Rican Culture, which will be the keeper of all records.

- *The institution is required to provide evidence that transcripts have been produced and transfers have been released. Label attachment(s) 6-Transcripts and 7-Transfers.*

- b. Describe any external requirements specifically relating to the retention and preservation of student records.

The regulation for the licensing of educational institutions in Puerto Rico, set forth by the Council of Education of Puerto Rico, requires that the institution establish a mechanism for the students and alumni to continue to receive transcription services of official credits and

**other documents related to the academic registrar. In the event that the institution cannot establish said mechanism, the Council will be asked to assume custody of the transcriptions.**

- c. Indicate how the institution intends to preserve and make student records available to students into the future.

**The regulation for the licensing of educational institutions in Puerto Rico, set forth by the Council of Education of Puerto Rico (CEPR), requires that: the records are conserved in a safe area and in adequate, permanent, fire-proof files, duly protected from theft, fire, flooding, and other catastrophes, as well as from wrongful uses and other risks to their security and integrity. As such, the records will be saved in the vault designed for these purposes in the Registrar's Office. Furthermore, the institution must submit microfilmed or digitized copies of all academic records of students and alumni from the institution from the beginning of its operation to the Council, certifying that the information submitted is correct. The records will be conserved in the corresponding vault of the CEPR.**

- d. Designate a permanent location and final custodian/repository for student academic records. Provide the name and contact information.

**The academic documentation of the students (records, courses, grades and personal data) is contained in two primary modes of preservation: paper documents and electronic entries. Both modes are protected through microfilmed registries and computerized documentation (films, rolls, disks, cartridges), respectively. At the same time, these modes of preservation are duplicated and located in separate locations, such that each one is sufficient on its own to generate the necessary information independently of the other.**

**The campus's center for microfilming documents retains a permanent microfilmed record of academic documents which also includes external verification and the quality certification of the documents processed before the final disposition of original documents under the Regulation for the Administration, Conservation, and Availability of Documents of the University of Puerto Rico (Certification #62 series 2015-16 of the Governing Board, February 3, 2016).**

**Furthermore, a copy of the student records will be kept by the Council of Education of Puerto Rico, as it requires.**

- *The institution is required to provide evidence that student records have been transferred to the final repository. Label attachment **8-TransfertoRepository**.*

- e. Describe how and when notification to every current and former student will occur or has occurred, indicating where the student records are being stored and how students can obtain them.

**Current and former students will be informed through: communications sent by mail and e-mail, announcements on the official webpage of the Río Piedras campus, an official statement for the general press circulation of the country and informative meetings on campus as soon as the campus closure process begins, the duration of which will be 24 months.**

- *The institution is required to provide evidence that the institution has communicated with current and former students regarding student records. Label attachment 9-NotifStudentRecords.*

f. Will you be forwarding a copy of records to students prior to closing? Explain.

**When the closure process begins, active students will be sent a copy of their academic records. Academic records of inactive students will be sent upon their request.**

## 5. State and Federal Requirements Related to Teach-Outs

a. List the state and/or federal agencies the institution is working with on the teach-out.

**The agencies are the following: Federal and State Department of Education, Federal and State Department of Labor, Homeland Security Administration, Department of Consumer Affairs, Health Department, Administration for Integral Development of Childhood, Council of Education of Puerto Rico.**

b. Summarize the state and/or federal requirements for this type of teach-out.

**The Council of Education of Puerto Rico, the governmental agency responsible for administrating public policy on educational standards in Puerto Rico, requires notification in writing at least six months before the planned date of closure, or with as much time as circumstances permit. In addition, it requires that the federal authorities and applicable accrediting agencies be notified about the closure. For the closure process, the institution must complete the Closure of Operations Form. The Council will evaluate and supervise the closure process to ensure that it acts in the best public interest and, if necessary, it will order the institution to take the necessary measures to comply with Regulation 8265 (2012): *Reglamento para el Licenciamiento de Instituciones de Educación Superior en Puerto Rico* (Regulation for the Licensing of Higher Education Institutions). The following offices must also make announcements: the Financial Aid Office will inform the Department of Consumer Affairs that the campus will stop its operation and will not renew its housing license; the Department of Counseling for Student Development must inform its accrediting agency; the Assistant Dean of International Relations must inform all those organizations (National Student Exchange, ISEP) with which it participates in exchange agreements that they will be inactive due to losing accreditation and will not be renewed; the Medical Services Division must inform the Department of Health that it will stop its operation and will not renew its license as a Diagnostic and Treatment Center; the Infant and Maternal Laboratory must inform the Administration for Integral Development of Childhood that it will not renew its proposal for operational funds; the Financial Aid Office of the campus must also inform of its compliance with norms required by the Federal Department of Education in the case of losing primary accreditation and the subsequent involuntary withdrawal of federal financial aid funds.**

- *The institution is required to provide documentation outlining other agency requirements for the teach-out (e.g. letter from the state agency listing requirements, protocols or instructions, etc.). Label attachment 10-ExternalRequirements.*

- c. If applicable, provide the status of the dissolution or surrender of the charter or degree granting authority with the state or federal agency, including the date of surrender.

**Not applicable**

➤ *The institution is required to provide documentation of the dissolution or surrender of the charter or DGA. Label attachment **11-CharterDGASstatus**.*

**6. Faculty and Staffing Considerations**

- a. Describe the institution's orderly plan for the dissolution, transfer, reduction, or other change to the workforce (faculty and staff).
- 1. The chancellor will notify the beginning of the execution of the teach - out plan in a written circular letter to the university community. This notification will give the order to implement the measures for the termination or reduction of the campus's academic and non-academic staff.**
  - 2. After ordering the execution, once the academic semester has ended, the institution will proceed in the following order:**
    - Termination of all professional services contracts
    - Termination of wage employees, service contracts, temporary, substitute, special, or probationary positions
    - Only the positions essential for guaranteeing the continuation of operations during the teach-out will be maintained.
    - Operations will only continue with regular staff, which will be progressively reduced until the campus closure.
  - 3. The process of terminating regular employees or transferring employees to other government agencies will be aligned with the process of the closure of the academic programs. As the academic programs are closed, the regular staff will be progressively reduced, ending through the dismissal process of regular academic and non-academic staff. A written, signed notification will be directly sent to the employee, informing the date of the termination of the position, and will be delivered at least 30 days before the date of the termination. Those units who do not form part of an academic program but which give direct support to the student body will continue to operate until the last day of the teach out, as needed.**
- b. Describe how the institution will make every effort to assist faculty and staff in finding alternative employment, if applicable.

**The Office of Human Resources will give the professional support of psychologists and social workers through the Employee Support Program during the process. It will have on its portal a talent bank with the information of academic and non-academic employees who are interested in participating. It will collaborate in the process of resumé writing. It will sign collaboration agreements with local and international employment agencies to collaborate in the search for employment. Upon request, employees will be provided with recommendation letters and certifications of good performance and attendance to facilitate the search for employment. They will also be provided the necessary certifications of employment and years of service for the purpose of obtaining employment; the institution will coordinate with the**

**Office of the Administration and Transformation of Human Resources of the Government of Puerto Rico, among other agencies, for employment opportunities in different government agencies.**

c. Describe how the plan for faculty and staff will impact services provided to students.

**The institution will neither enter into nor renew commitments or proposals stemming from federal funds, including the Infant and Maternal Laboratory and the Facilities and Educators in Traffic Safety and Alcohol. Essential services will continue to be offered while the institution remains operational: Medical Services, Counseling and disability services (DCODE – OSEI), Financial Aid, Registrar’s Office, Human Resources, Maintenance, and Security. Non-essential services will be reduced or suspended according to staff and financial resources, as well as the units of student organizations and housing programs and non-essential extracurricular activities, such as cultural and athletic events. Academic programs will be closed as the students complete their studies.**

7. Does the institution intend to enter into teach-out agreements with other institutions or has the Commission required that the institution enter into teach-out agreements?

a. If No, demonstrate the institution’s ability to fully implement and complete the teach-out plan by itself.

**Click or tap here to enter text.**

b. If Yes, complete Section B.

**SECTION B: TEACH-OUT AGREEMENT(S)**

*If the institution is required by the Commission to submit a teach-out agreement with other institution(s), or the institution elects to enter into teach-out agreements, please complete this section. The institution’s request for approval must include all signed teach-out agreements that the institution has entered into or intends to enter into with another institution, unless the institution is conducting its own teach-out. The Commission will approve a teach-out agreement only between institutions that are accredited or preaccredited by an accrediting agency recognized by the U.S. Department of Education.*

1. List the name(s) of institutions, including city and state, with which the institution is entering into a teach-out agreement to support student completion or transfer. Also provide the names of accrediting agency or agencies recognized by the United States Department of Education (USDE) that accredit the institution(s) completing the teach-out:

**Agreements with other institutions will be done to support student completion and transfer.**

Name of Teach-Out Institution(s) City/State	Name of Academic Program(s) <i>(list all that apply)</i>	Accrediting Agencies Recognized by USDE <i>(list all that apply)</i>	Status with Accrediting Agency Recognized by USDE
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**[Note: The Commission will notify other USDE recognized accreditors if the teach-out agreement is approved.]**

- *The institution is required to provide signed Teach-Out Agreement(s) for each teach-out institution listed above. Include any additional documentation supporting the teach-out agreement(s) (i.e. course equivalencies, etc.). **If signed agreements are not yet available, the Commission will require an updated teach-out plan including signed teach-out agreements. Label each attachment 12-TeachOutAgree\_ShortInstitutionName.***

2. Describe how the teach-out institution(s) will provide access to program(s) and services without requiring students to move or travel great distances.

**The Río Piedras campus has 127 academic programs, of which 24 are the only of their kind in Puerto Rico and 55 are accredited. In our country, there is no comparable institution in terms of academia, research, and cost of study to the Río Piedras campus, as mentioned in the Show Cause Report due January 25, 2019. Closing the campus would force most of our students to leave the country and move primarily to other universities in the United States and Europe and pay higher tuition rates than what are currently offered at the Río Piedras campus.**

3. Describe how the teach-out institution(s) operate(s) in a manner that is consistent with the Commission's standards for accreditation, requirements of affiliation, policies and procedures, and federal compliance requirements.

Click or tap here to enter text.

4. Describe how the teach-out institution(s) has/have the necessary resources and support services to ensure, insofar as possible without additional charge to students, an educational program that is of acceptable quality and is reasonably similar in content, structure, and scheduling to the program(s) slated for closure.

Click or tap here to enter text.

5. Describe how the teach-out institution(s) has/have the resources to remain stable, carry out its mission, and meet all of its obligations to students.

Click or tap here to enter text.

### Section C: Checklist of Attachments

*Provide the following attachments. Combine these attachments with the form and upload a single, bookmarked PDF into the secure MSCHE portal. If a required document is not applicable to the type of teach-out, please indicate N/A.*

1-Teach-OutTimeline

Section A.1.c – Provide a comprehensive timeline for the teach-out, including critical milestones.

2-FinAidCounseling

Section A.2.c - Evidence that financial aid counseling has been conducted.

3-ArticulationEvents

Section A.2.c - Evidence that onsite articulation events have taken place.

4-NotifAddCharges

Section A.3.a - Evidence that the institution has notified students of any additional charges.

5-NotifTeach-Out

Section A.3.b - Evidence that the institution has notified all relevant stakeholders about the teach-out.

6-Transcripts

Section A.4.a - Evidence that transcripts have been produced.

7-Transfers

Section A.4.a - Evidence that transfers have been released.

8-TransfertoRepository

Section A.4.d - Evidence that student records have been transferred to the final repository.

9-NotifStudentRecords

Section A.4.e – Evidence that communications regarding student records has occurred.

10-ExternalRequirements

Section A.5.b - Documentation outlining state or federal requirements for the type of teach-out plan.

11-CharterDGASstatus

Section A.5.c - Documentation of the status of the charter or DGA.

12-TeachOutAgree\_ShortInstitutionName

Section B.1 - Signed Teach-Out Agreement(s) for each teach-out institution. Include any additional documentation supporting the teach-out agreement(s) (i.e. course equivalencies, etc.).

## Section D: Certifications

By signing and submitting this *Teach-Out Plans and Agreements Form*, the individual below certifies that:

- The [Teach-Out Plans and Agreements Policy](#) and [Procedures](#) have been reviewed.
- The information included in the form is accurate at the time of submission.
- The institution will notify the Commission of subsequent, significant developments that could affect the Commission's review and action.
- Each section of the form has been completed in its entirety. (sections that apply)
- Attachments that are required have been provided and are appropriately labeled. . (sections that apply)
- The submission of this request for review by the Commission has been authorized by the appropriate individuals at the institution.

- The institution understands that the Commission reserves the right to reject insufficient or incomplete teach-out plans and request an updated teach-out plan.
- The institution understands that the Commission may require the institution to enter into teach-out agreements with other institutions.

**The Teach-Out Plans and Agreements Form must be submitted by the institution's Accreditation Liaison Officer (ALO)**

Provide Name, Title, Email, and Phone Number of (ALO) submitting this request:

Name: Dr. Sonia Balet

Title: UPRRP Liaison

Email: sonia.balet@upr.edu

Phone Number: 787-462-6548

*Please sign by typing the name of the Accreditation Liaison Officer (ALO) or including an electronic signature of the ALO in the space provided:*

Signature of ALO:

*Sonia Balet*

Number:

Version: 2019-01-01

Effective Date: January 1, 2019

Previously Issued: N/A

Initial Approval Date: December 19, 2018

Revisions: N/A

Related Documents: *Teach-Out Plans and Agreements Procedures; Teach-Out Plans and Agreements Form; Substantive Change Policy, Substantive Change Procedures;*

Federal Regulations: 34 CFR §602.24(c)(1-5) Teach Out plans and agreements and §602.24(d) Closed institution.

**Attachments:**

Teach-Out Timeline (Section A.1.c)

**TEACH OUT TIMELINE**

Action	Time Period
Teach - out period start date	April 1, 2019
Determination of additional financial charge (if any)	April 1-7, 2019
Notification to all relevant stakeholders by: mail, email, announcement on the official webpage of the RP campus	April 1-15, 2019
Notification to all relevant stakeholders by an official statement for the general press circulation of PR	April 16-19, 2019
Notification to all relevant stakeholders by informative meetings	April 16-30, 2019
Establishment of agreement with other institutions	April 7, 2019 - March 31, 2020
Preparation of Students Academic Evaluations	April 7-May 31, 2019
Students Support Program: <ul style="list-style-type: none"> <li>• Financial Counseling</li> <li>• Academic Counseling</li> <li>• Psychological Counseling</li> </ul>	April 16, 2019 – January 1, 2021
Employees Support Program: <ul style="list-style-type: none"> <li>• Professional Services (orientation of other employment opportunities)</li> <li>• Psychological Services</li> </ul>	April 16, 2019 -March 31, 2021
Preparation and delivery of transcripts for students and alumni	April 7,2019 – March 31, 2021
Academic Programs end date	January 1, 2021
Closure of Academic Programs	July 7, 2019 - March 31, 2021
Disposition of students and personnel records	May 1, 2021 -December 31, 2021
Termination of academic and non - academic staff positions	July 1, 2019-December 31, 2021
Campus closure, termination of the administrative operations	December 31, 2021