# UPRH

STRATEGIC PLAN | 2024-2029

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Note: The masculine grammatical gender in the linguistic aspect of this document refers to beings of both sexes.

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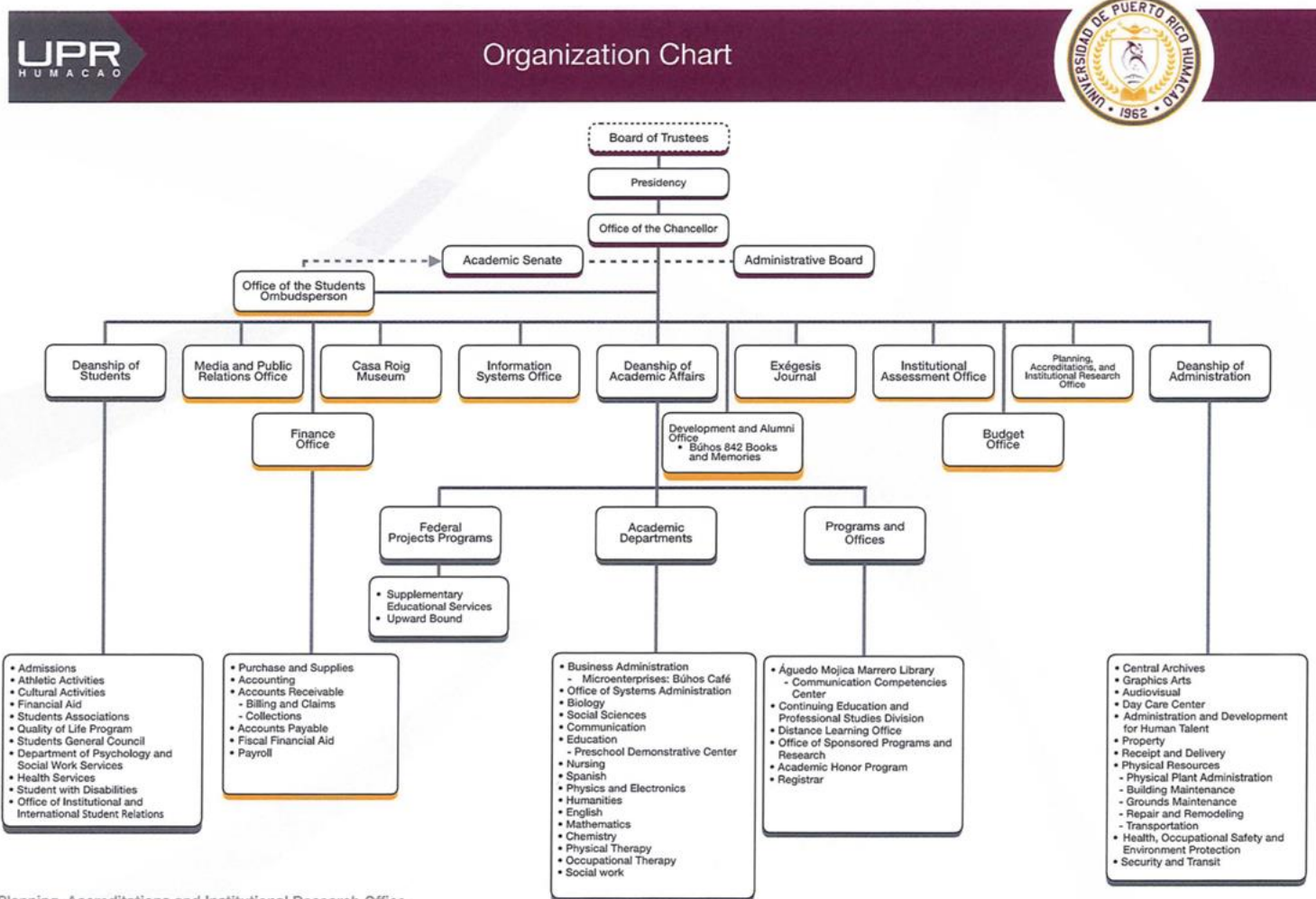Mrs. Adiary Laviena Rodríguez

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## Organization Chart

- **Board of Trustees**
  - **Presidency**
    - **Office of the Chancellor**
      - Academic Senate
      - Administrative Board
      - Office of the Students Ombudsperson

**Deanship of Students**
- Admissions
- Athletic Activities
- Cultural Activities
- Financial Aid
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- Quality of Life Program
- Students General Council
- Department of Psychology and Social Work Services
- Health Services
- Student with Disabilities
- Office of Institutional and International Student Relations

**Media and Public Relations Office**
- Finance Office
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  - Accounting
  - Accounts Receivable
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    - Collections
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  - Fiscal Financial Aid
  - Payroll

**Casa Roig Museum**

**Information Systems Office**

**Deanship of Academic Affairs**
- Development and Alumni Office
  - Búhos 842 Books and Memories

- **Federal Projects Programs**
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  - Upward Bound

- **Academic Departments**
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    - Microenterprises: Búhos Café
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- **Programs and Offices**
  - Águedo Mojica Marrero Library
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  - Office of Sponsored Programs and Research
  - Academic Honor Program
  - Registrar

**Exégesis Journal**

**Institutional Assessment Office**
- Budget Office

**Planning, Accreditations, and Institutional Research Office**

**Deanship of Administration**
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- Graphics Arts
- Audiovisual
- Day Care Center
- Administration and Development for Human Talent
- Property
- Receipt and Delivery
- Physical Resources
  - Physical Plant Administration
  - Building Maintenance
  - Grounds Maintenance
  - Repair and Remodeling
  - Transportation
- Health, Occupational Safety and Environment Protection
- Security and Transit

Planning, Accreditations and Institutional Research Office
Planning Area and Budget Office
Revision: March 17, 2025
Design and collaboration: Dr. Ernesto Soto

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# Introduction and Preamble

## Introduction

The Strategic Plan of the University of Puerto Rico at Humacao (UPRH) is the administrative tool that leads the institutional endeavors towards the compliance of the mission and vision, which guide the university efforts. Through its goals, the Plan contributes to the cultural, environmental, social, and economic development, as well as to the improvement of the quality of life of the eastern region served by the university.

The Plan includes the analyses of the internal and external environment within the context on which the university unfolds. Based on these analyses, the objectives and strategies that propose the changes to respond to the identified priorities, were formulated. A team representative of all sectors that compose the university body and the external community conceptualized the Plan. Also, a hearing was held as a direct consulting mechanism of public participation. This gave legitimacy and transparency to the institutional planning process.

## Preamble

### Revision of strategic planning literature

**Basic concepts and fundaments**. The higher education institutions (IES, for its Spanish acronym) are currently facing changing and dynamic environments that require faster and adaptive responses to the new scenarios (Huerta-Riveros & Pedraja-Rejas, 2019). The author pointed out that it is essential to have strategic management tools which will allow to adapt quickly to the new demands of the environment. It is emphasized that the traditional tool that has these characteristics is planning, which has been validated over time and is usually used by most organizations, because it brings together the challenges the institution wishes to overcome in the medium and long term. For this reason, its objectives represent the desires that the community has set out to achieve in a specific time horizon.

Planning is the process that guides the institution around fundamental pillars that are present in the daily activities of individuals, such as its vision, mission, goals and objectives, among other strategic guidelines. Huerta-Riveros & Pedraja-Rejas (2019) state that the strategic management of IES acts by expressing their management, leadership, and quality styles in the processes they carry out with the internal and external community. Regarding this, Chiavenato (2017) indicates that strategic planning is the process designed to formulate and perform the organization's strategies with the purpose of positioning it, according to its mission, within the context in which it exists. Peter Drucker (2006) defines the concept of strategic planning as: "A continuous process, based on the broadest possible knowledge of the future, which is used to make decisions in the present, that involve future risks due to the expected results; is organizing the activities necessary to put decisions into practice and to measure, with a systematic reevaluation, the results obtained against the generated expectations".

Today more than ever, faced with the dramatic changes of technology, competitiveness is increasing. As Chiavenato (2017) states, competitive intelligence, or business intelligence, is an extensive process of collecting relevant data and information regarding the objectives, strategies, resources, and capabilities of the organization and its competitors. The author emphasizes that, within the competitive advantage, analytics constitute the input for informed decisions and is considered a subset of competitive intelligence. This facilitates the set of technologies and processes that use data to understand and analyze the performance of the organizations and their competition in the market. The choice of decisions regarding organizational policies demands creative approaches that consider both experience and intuition, as well as predictive analysis of data and information; this is due to the dynamic, complex, and changing world.

As a methodology to address the external and internal environment of organizations in relation to exogenous opportunities and threats, and endogenous strengths and weaknesses, the SWOT Matrix stands out. As described by Chiavenato (2017), the formulation of policies based on the SWOT Matrix

(acronym for Strengths, Weaknesses, Opportunities, and Threats) is one of the most used practices in the strategic planning process. This analysis allows cross-examination of external opportunities and threats for the strategic intent of the organization—considering its mission, vision, values and objectives—with the strengths or strong points and weaknesses or areas for improvement of the organization when dealing with threats and opportunities. Once these elements or other relevant factors for the analysis have been listed, as the author suggests, the interrelation of strengths (S) and weaknesses (W)—internal environment—and opportunities (O) and threats (T)—external environment—can be interpreted; these intersections will indicate the direction to be followed. In general terms, the SWOT allows managers to compare and contrast potential strategies and identify, after a series of strategies developed, how to sustain competitive advantage, which is why strategies must be consistent with one another (Hill et al., 2019).

The formal process of strategic planning has five main steps, as described by Hill et al. (2019):

- Selection of the mission and main goals
- Analysis of the organization's external environment to identify opportunities and threats
- Analysis of the organization's internal environment to identify strengths and weaknesses
- Selection of the strategies that will reinforce the organization's strengths and address its weaknesses to take advantage of the external opportunities and counteract threats. These strategies must be consistent with the organization's mission and main goals and aligned with the established strategic planning model.
- Implementation of strategies

The implementation of the strategies involves taking actions at all levels within the organization to execute the strategic plan. That requires involving all constituents. Both the process and the plan must have the necessary resources (financial, human, and fixed assets) to achieve the goals. The planning process must be an open one to obtain commitment and openness to change and transformation. The ongoing assessment will maintain educational innovation and effectiveness towards continuous improvement regarding IES.

The strategic plans generated in the planning process are usually projected over a period of one to five years (Hill et al., 2019). The plan is evaluated each year. The authors highlight that the results of the annual process should be used as input for the budgeting process of the incoming year, so that strategic planning determines the resource allocation within the organization.

**Strategic planning model at the University of Puerto Rico at Humacao.** For more than four decades, the UPRH has used its Strategic Plan as a guide for growth and resource allocation. It is complemented by other institutional plans developed in compliance with state and federal regulations. To this end, in order to maintain institutional effectiveness through the analysis of plans evaluation, the institution approved the *Institutional effectiveness policy: alignment of planning with the allocation of resources* (UPRH, 2018). The policy defines institutional effectiveness as the validation of all management in which institutional personnel are involved to achieve its mission and goals. The institutional process involves academic programs, services, and administrative processes[1]. For this reason, the UPRH will follow the policy to promote institutional priorities and systemic projections. The three priorities established and conceptualized as intertwined, and inseparable are:

- **Innovation**: Planning of a technological future and integrated globalization
  - o Development of distance education programs
  - o Development of graduate programs
  - o Creation of microenterprises

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[1] The institutional plans are approved by the Governing Board of the University of Puerto Rico and by the Administrative Board of the UPRH.

- **Sustainability**: Effort to maintain economic and academic autonomy as the future progresses
  - o Restructuring of administrative offices and academic programs
  - o Diversification of the financial base
  - o Improvement of infrastructure

- **Services**: Serving the community in an ethically responsible and meaningful way
  - o Students' involvement in community outreach activities
  - o Training students to meet the professional needs of the community
  - o Involvement of community leaders, alumni, and other constituents

With the policy approval, the adoption of the Institutional Effectiveness model of Nichols y Nichols (2000) was also recertified. The model's approach is based on measures of expected outcomes in compliance with the institutional mission and integrates, at all institutional levels, the operational plans, the assessment processes, and the resource allocation. The following figure graphically describes the model.

**Relationship between strategic planning and institutional effectiveness planning**
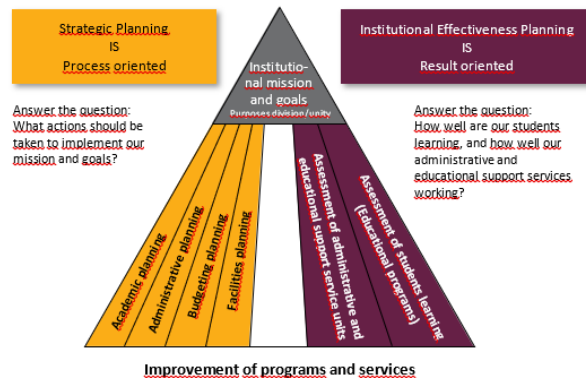


Adapted from The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units, by James O. Nichols and Karen W. Nichols, Agathon Press, New York, 2000.

In March of the 2021-2022 Academic Year, the MSCHE virtual visit for institutional reaccreditation was received, which led to the summative evaluation of the PED. The results of both processes serve as the basis for the fifth iteration and reevaluation of this document. Once the plan is approved, which will guide the institution's development over the next five years, the UPRH will have the following necessary documents to continue with the analysis of institutional and educational effectiveness:

- 2024-2025 to 2028-2029 Strategic Plan
- 2024-2025 to 2028-2029 Institutional Assessment Plan
- 2018-2021 Financial Plan (Extended until 2026)

The implementation of the Strategic Plan is operationalized through the Institutional Planning and Assessment Cycle approved by the Administrative Board (Certification Number 1996-1997-138).  It is emphasized that this strategic planning model also incorporates the characteristics of excellence in higher education as established by the Middle States Commission on Higher Education; specifically, with respect to the document presented here, the Standard IV: Planning, resources, and institutional improvement. This standard states that the institutional planning processes, resources, and structures are aligned with each other and are sufficient to fulfill the mission and goals, to assess and continuously improve its programs and services, and to effectively respond to opportunities and challenges.

## Internal environment of the University of Puerto Rico at Humacao

The strategic capacity involves being the forefront of environmental changes, globalization, and all other factors that allow an organization to grow, innovate, and improve its competitiveness, while anticipating to both social and its own organization needs. Understanding the environment is the foundation to identify all factors that influence in the organization in order to propose actions that will allow to face emerging situations (Navarrete et al., 2023).

The weaknesses and strengths of the UPRH are summarized below based on the 2022 UPRH Self-Study, which identifies the institution as student-centered. The self-study was used by the evaluation team of the regional accrediting agency

to establish compliance with the affiliation standards and requirements. Also, within the cultural aspect, the relevant findings from the following documents were considered: Tabulation: summative evaluation, 2013-2022 Strategic Development Plan, and Strategic Framework of Economic Development: Purpose (2022). Additionally, other aspects that distinguish the institution were identified.

The summary of the strengths and weaknesses is detailed below. The numbering does not represent the order of importance.

## Strengths

*Academic*

1. Assessment of general education competencies
2. Assessment of academic programs' core courses competencies
3. Institutional Assessment Plan
4. Assessment bulletin published annually
5. Institutionalization of the Assessment Forum
6. Accredited academic programs (9)
7. Accredited or certified services (2)
8. Unique programs in the UPR system (4)
9. Unique programs in Puerto Rico (7)
10. Academic preparation of the faculty, sustained increase in doctoral degrees
11. Sustained increase in faculty certified to offer distance learning courses
12. Strategic Development Plan
13. Institutionalization of assessment tools
14. UPRH Financial Plan
15. Faculty that submits proposals for external funding
16. Undergraduate research
17. Publications in peer-reviewed journals
18. Institutionalization of the Research Day
19. Services for Students with Disabilities Office

*Services to the external community*

1. Preuniversity programs and academic, service, and research proposals that contemplate this component
2. Alliances with different public, private and community entities
3. Promotion and Recruitment Area in the Admissions Office
4. Institutionalization of the new admitted students' orientation
5. Strategic Development Plan
6. Institutionalization of the Student Follow-up Study
7. Institutional Assessment Plan
8. UPRH Financial Plan
9. Faculty submits external funding proposals for service projects
10. Preschool Demonstrative Center
11. UPRH Open House
12. Center of Comprehensive Services for Homeless People (SIPSH)
13. Graphic Arts
14. Águedo Mojica Marrero Library
15. Transdisciplinary Institute of Social Action Research (ITIAS)
16. Natural Sciences Vessel

*Cultural*

1. Eastern region constitutes a center of cultural richness, tourist attractions and natural reserves with diverse ecosystems
2. Office of Cultural Activities
3. Academic activities that promote values of the Puerto Rican culture
4. Institutionalization of the universal time (Tuesdays and Thursdays 10:30 a. m. to 12:00 p. m.)
5. Student Follow-up Study with questions about cultural aspects
6. Minimum competencies of general education for all graduates
7. Institutional Assessment Plan
8. UPRH Financial Plan
9. Indexed Journals *Exégesis* y *Cuadrivium*
10. Choir and Band promote culture
11. "Teatro Gris"
12. Radio Web
13. Casa Roig Museum and Annex

*Administrative*

1. Stable non-teaching personnel with permanent status
2. Student participation in deliberative bodies, academic departments, and institutional committees
3. Student organizations
4. Annual social activities for the entire university community
5. Student support services offices and programs
6. Institutionalization of the universal time for attendance at institutional activities
7. Institutionalization of the Institutional Planning and Assessment Cycle
8. Highly participatory strategic planning model
9. Defined institutional policies and regulations
10. Strategic Development Plan
11. Student Follow-up Study
12. Institutional Assessment Plan
13. UPRH Financial Plan
14. Alignment of the institutional mission with academic departments and service offices

## Weaknesses

*Academic*

1. Absence of a plan for development and acquisition of technological resources
2. Systematization of assessment processes
3. Low retention and graduation rates from 46% of the academic programs
4. Need to diversify and increase funding sources based on the planning process
5. Absence of an official registry of the faculty's publications, creative work, and patents

*Services to the external community*

1. Lack of continuous assessment of the services rendered to the external community
2. Need to diversify and increase funding sources based on the planning process
3. Market, on a large scale, the Decep's educational offer
4. Involvement of the external community for institutional development
5. Absence of an official registry about the services rendered to the external community
6. Búhos 842 Books and Memories

*Cultural*

1. Institutionalization of Puerto Rican Heritage Week
2. Institutionalization of the celebration of Environmental Protection Week
3. Need to diversify and increase funding sources based on the planning process

Administrative

1. Absence of a plan for development and acquisition of technological resources
2. Lack of continuous assessment of support services for students and personnel
3. Lack of a deferred maintenance plan for physical facilities (needs identified by academic departments and administrative offices)
4. Need to diversify and increase funding sources according to the planning process
5. Need for reengineering institutional operations through the best administrative practices
6. Need for approval of revolving accounts
7. Need for approval of donation accounts

## External environment of the market

All organizations operate in an environment that far exceeds the industry in which they operate. As highlighted by Thompson et al. (2020), this macroenvironment includes seven main components: demographic characteristics; social values and lifestyles; legal, political, and regulatory factors; ecological and environmental factors; technological factors; general economic conditions; and global forces. Each component has the potential to affect the competitive environment in which the organization operates. At the same time, as noted by Robbins & Judge (2017), dynamic environments create much more uncertainty, which is why the administration can expand its structure to detect and respond to threats minimizing uncertainty in key markets.

Through Certification Number 2023-2024-034 by the Administrative Board of the UPRH, the *Market Area* was recertified. To determine the *Market Area*, enrollment data by municipality of residence was considered. The service area includes all of Puerto Rico. The certification included as part of the *Market Area* the 16 municipalities from the central-eastern geographic region of the country, which contribute between one and five percent of enrollment. These are: Caguas, Gurabo, Humacao, Juncos, Las Piedras, Naguabo, San Lorenzo, Yabucoa, Ceiba, Fajardo, Luquillo, Maunabo, Río Grande, Patillas, Culebra, and Vieques.

Every higher education institution must pay attention to the external environment in order to determine what challenges and opportunities should be considered for its development. Below is a summary of the opportunities and threats regarding relevant issues in the external environment of the UPRH.

## Opportunities

1. Update of telecommunications infrastructure and technological interconnectivity to facilitate innovation
2. Development of new and revitalized programs to promote the growth of tourism within a sustainable economy.
3. Development of the workforce to accelerate the process of closing the skills gap required in industries through educational programs
4. Support for sustainable economic growth through ocean-related sectors: fishing and agriculture
5. Competitive citizens with the essential skills and abilities required by the workforce
6. Emerging jobs: computing and mathematics, data and artificial intelligence, and digital product development
7. Business planning that facilitates entrepreneurship so anyone can create a successful business in Puerto Rico
8. Promotion of tourism research and development through partnerships between academia and the tourism industry
9. Implementation of the lifelong learning model
10. Retraining the workforce with *up-skilling* and *re-skilling* programs
11. Renovation and relaunch of vocational schools focused on entrepreneurship
12. Collaboration between educational institutions and industries

## Threats

1. Low birth rates
2. Exodus of Puerto Ricans to the United States
3. Government faces difficulties in paying the debt, leading to the Puerto Rico Oversight, Management, and Economic Stability Act (PROMESA)
4. Aging population
5. The eastern region is in the path of tropical hurricanes in the Caribbean
6. High levels of violence
7. Conservation of natural resources
8. Climate change threatens to erase part of Puerto Rico's historical heritage along its coasts
9. Lack of integration of educational levels
10. Labor shortage affects the economy and businesses

## Analysis of the challenges in higher education

In this section, information related to the various analyses of the challenges facing higher education in the 21st century is presented. The most pressing challenges are:

*Academic*

- Encourage the entrepreneurial mindset of students through university innovation centers that allow the creation of innovative projects or companies.
- Professionalize teaching as a collaborative task in which the role of educators as knowledge producers and key figures in educational and social transformation is recognized
- Maintain connections between higher education institutions, educational levels, and both formal and informal learning
- Artificial intelligence at all educational levels
- Relevance of study programs to meet the needs of the labor market

*Services for the external community*

- Create a life project that strengthens individuals, their families, communities, and humanity
- Develop spaces for reflection and dialogue
- Establish collaborations between individuals, groups, and local and global communities
- Diversified offer to strengthen the process of internationalization
- Promote the development of a culture of planning, assessment, and social accountability to make higher education more relevant

*Cultural*

- Increase educational opportunities that arise throughout life and in different cultural and social environments
- Preserve cultural identities, whether collective, institutional, or personal
- Relate human beings to non-human beings, the Earth, and the universe
- Promote a culture of continuous learning through all stages to maintain competitiveness
- Provide opportunities for innovative, multicultural, and flexible learning

*Administrative*

- Integrate capital, technology, and information
- Make good-faith comparisons (benchmarks), without imposing or assuming homogeneity
- Promote and facilitate associations between public policy design—including financing—the action of social organizations, and the actions of IES as essential elements for higher education that can respond to the needs of the 21st century
- View higher education as a strategic investment for the efficient production of knowledge with a commitment to the development of countries and humanity
- Foster participatory management by integrating all employees for the efficient achievement of objectives, empowering them, and improving the organizational climate
- Adopt a human-centered approach to artificial intelligence that aims to reorient the debate to include the role of AI in addressing inequalities in the access to education, research, and the diversity of cultural expressions

UPRH

### Legal base of the University of Puerto Rico

The *Law of the University of Puerto Rico*, Law No. 1 of January 20 of 1996, as amended, in its Article 1 establishes that the law's purpose is to reorganize the University of Puerto Rico, reaffirm and strengthen its autonomy, and facilitate its continuous growth.

Article 2 states that the university, as an institution of higher education, due to its obligation to serve the people of Puerto Rico and its due loyalty to the ideals of a fully democratic society, has as its essential mission to achieve the following objectives, which are inseparable from the broadest freedom of teaching and scientific research:

1. Transmit and increase knowledge through the sciences and the arts, placing it at the service of the community through the actions of its professors, researchers, students, and alumni.
2. Contribute to the cultivation and enjoyment of the ethical and aesthetic values of culture.

In the faithful fulfillment of its mission, the university shall:

1. Cultivate the love for knowledge as a path to freedom through the search and discussion of truth, with respect for creative dialogue.
2. Preserve, enrich, and disseminate the cultural values of the Puerto Rican people and strengthen the awareness of their unity in the common effort to solve their problems democratically.
3. Seek the full development of the students, in view of their responsibility of serving the community.
4. Fully develop the intellectual and spiritual richness latent in our people, so that the values of intelligence and the spirit of the exceptional personalities emerging from all its social sectors, especially those least favored in economic resources, may be put at service of the Puerto Rican society.

5. Collaborate with other organisms, within its own spheres of action, in the study of Puerto Rico's problems.
6. Keep in mind that, due to its nature as a university and its identification with the ideals of life in Puerto Rico, it is essentially linked to the values and interests of the entire democratic community.

The vision of the University of Puerto Rico is:

*University of excellence and international positioning, committed to student success through innovative and transformative work in teaching, research, creation, innovation, and service in the various fields of human knowledge to develop a responsible citizenship (PE 2017-2022, UPR).*

### Strategic Plan of the University of Puerto Rico

The Strategic Plan of the University of Puerto Rico: a cartography of creative and innovative actions 2023-2028 establishes the path to follow to continue leading changes and innovation in higher education, academic research, and service to the country while successfully facing contemporary local and global challenges.

The plan is aligned with the accreditation standards of the Middle States Commission on Higher Education. Similarly, it is consistent with Puerto Rico's economic development plan and with the United Nations' sustainable development goals.
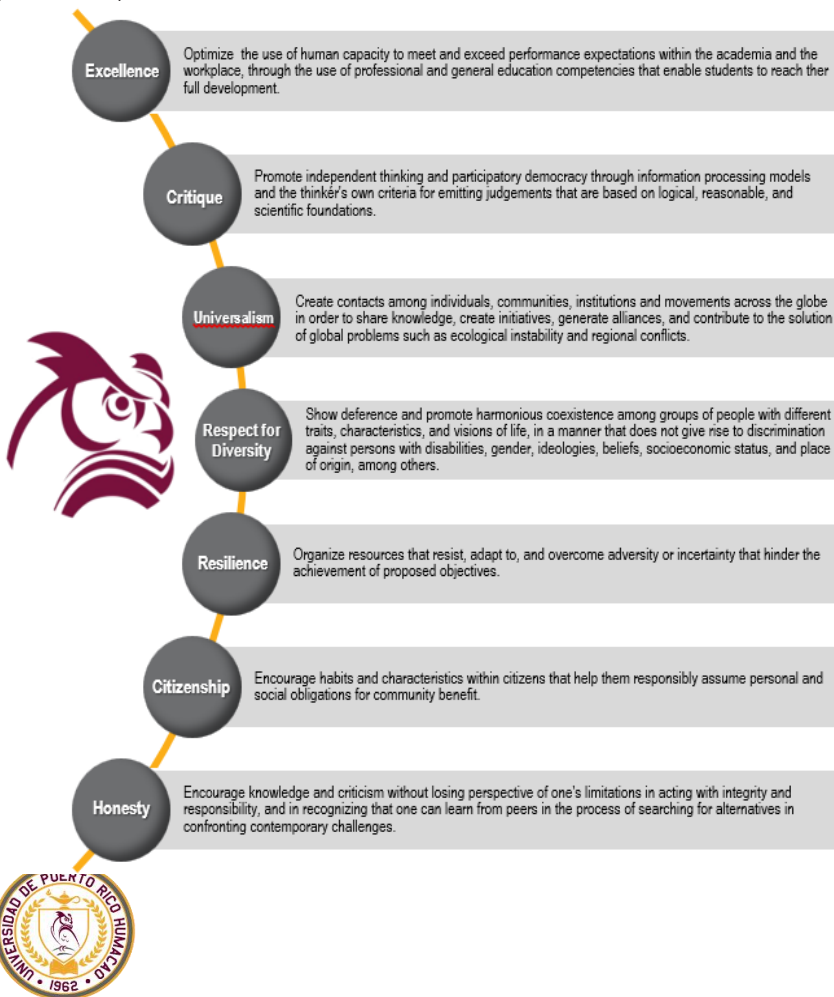
The primary objective of the plan is to identify creative and innovative paths and actions for the UPR while preserving its institutional character and ability to offer a universal education. The concept of cartography used as a metaphor in the title of the plan refers to the educational, social, political, economic, and cultural role of the institutional units in the communities and regions where they are located. The strategic issues in which the goals and objectives are framed are:

Strategic issue 1: Academic innovation for the success of future student generations
Strategic issue 2: Administrative innovation for the well-being of the university community and the improvement of services and the institution's capacity to generate new funding
Strategic issue 3: Innovation in research with a social commitment
Strategic issue 4: Promotion of ethical and esthetic values in art and culture

## Values of the University of Puerto Rico at Humacao

As stated by Robbins and Judge (2017), values have both content and intensity attributes. The content attribute establishes that a mode of behavior or state of existence is important. The intensity attribute specifies how important it is. The values of the UPRH were redefined, and the definitions are more comprehensive (PED, 2013). These are:

**Excellence** — Optimize the use of human capacity to meet and exceed performance expectations within the academia and the workplace, through the use of professional and general education competencies that enable students to reach their full development.

**Critique** — Promote independent thinking and participatory democracy through information processing models and the thinker's own criteria for emitting judgements that are based on logical, reasonable, and scientific foundations.

**Universalism** — Create contacts among individuals, communities, institutions and movements across the globe in order to share knowledge, create initiatives, generate alliances, and contribute to the solution of global problems such as ecological instability and regional conflicts.

**Respect for Diversity** — Show deference and promote harmonious coexistence among groups of people with different traits, characteristics, and visions of life, in a manner that does not give rise to discrimination against persons with disabilities, gender, ideologies, beliefs, socioeconomic status, and place of origin, among others.

**Resilience** — Organize resources that resist, adapt to, and overcome adversity or uncertainty that hinder the achievement of proposed objectives.

**Citizenship** — Encourage habits and characteristics within citizens that help them responsibly assume personal and social obligations for community benefit.

**Honesty** — Encourage knowledge and criticism without losing perspective of one's limitations in acting with integrity and responsibility, and in recognizing that one can learn from peers in the process of searching for alternatives in confronting contemporary challenges.

## Mission of the University of Puerto Rico at Humacao

In accordance with the criteria of Standard 1 Mission and Goals of the Accreditation Standards and Affiliation Requirements of the Middle States Commission on Higher Education (2023) and to the challenges of higher education, the mission statement of the UPRH, approved in 2013, was revised. According to the analysis, the direction and purpose statement of the UPRH is as follows:

The University of Puerto Rico at Humacao, centered in the student success: *Promotes academic excellence, innovation, and service in forming professionals who contribute to the social, economic, and cultural development of the eastern area, Puerto Rico, and the Caribbean.*

## Vision of the University of Puerto Rico at Humacao

In accordance with the values and the revision of the mission, the statement on the future expectations of the UPRH was reformulated. For these purposes, the vision statement is expressed as follows:

*The University of Puerto Rico at Humacao aims to be a higher education center that provides services to non-traditional populations on different modalities that will broaden its local and international projection.*

## Goals of the University of Puerto Rico at Humacao

**Goal A** — Innovate the academic offering in various modalities to enhance the holistic development of the student

**Goal B** — Expand educational programs, services, and community projects through strategic alliances that promote the development of the external community and the fiscal sustainability of the institution

**Goal C** — Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service

## Operationalization of the Strategic Plan

The implementation of the plan will be carried out through the *Institutional Effectiveness Policy: alignment of planning with resource allocation* approved by the Administrative Board, Certification Number 2015-2016-050 and its corresponding amendment, Certification Number 2017-2018-027. This policy recognizes the adopted institutional effectiveness model, previously presented, which integrates institutional planning and assessment. Furthermore, the policy integrates the phases of the budgeting cycle.

The cycle is oriented towards the preparation of short-term plans and reports from all institutional departments and offices to connect them with the institutional mid-term plans. It also includes processes for assessing results. This paradigm combines both efforts into a single cycle that includes:

- Development of the objectives aligned with institutional mission and goals
- Budgeting project to support objectives
- Evaluation of the measures of expected outcomes

The departments and offices contribute to the fulfillment of the institutional mission and goals through:

- Identification of priorities
- Alignment of common goals and objectives
- Contribution to the continuous improvement of the institution in a sustained manner
- Continuous improvement of student learning and of the services for students, teaching faculty, and non-teaching personnel

The purpose of preparing the plans and annual reports is to identify needs, request the allocation of resources, and demonstrate achievements and progress. The forms that make up the cycle are: Operational Plan, Assessment Plan, Annual Report on work done regarding the Operational Plan, and the Annual Assessment Report.

During the duration of the plan, formative and summative evaluations will be carried out. The success indicator to comply with the plan will be 75% or more by the end of the period.

## Operationalization of the mission and goals

The institutional mission and goals are approved by the Administrative Board. These actions initiate the planning and assessment cycles of the institutional departments and offices. The annual plans and reports of the departments and offices are framed around ensuring that their goals and objectives are aligned with the institutional mission and goals. The effectiveness and efficiency of the institutional mission are framed by how it is operationalized, as described in the flowchart.
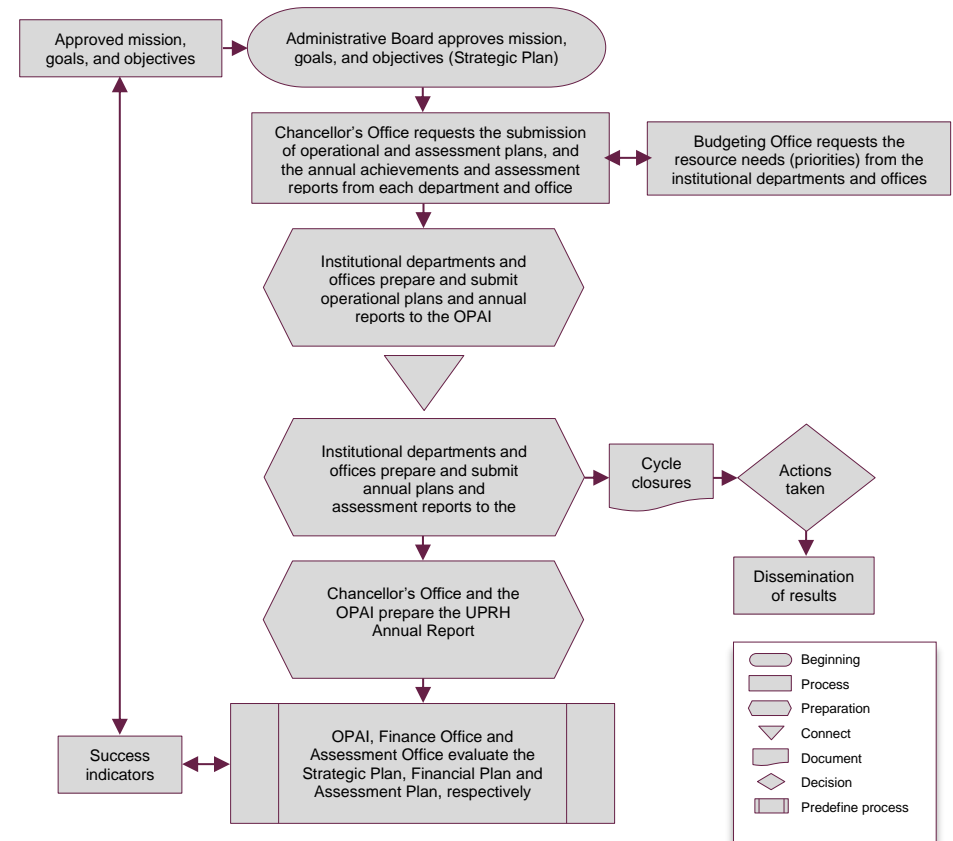
# 2024-2029 Strategic Plan

# Goal A Innovate the academic offering in various modalities to enhance the holistic development of the student

| Goal A: Innovate the academic offering in various modalities to enhance the holistic development of the student | | | |
|---|---|---|---|
| **PE-UPR/MSCHE** | **Objective** | **Indicator** | **Strategy** |
| **Strategic Issue 1**<br>M_01: O1.3<br>MSCHE<br>STDS: I, II, III, V<br>**Strategic Issue 2**<br>M_04: O4.4<br>MSCHE<br>STDS: I, II, IV, VI, VII | A1. Expand the academic offering to include the creation of new programs and courses in various modalities to enrich the university experience | 1. Number of new programs<br><br>2. Number of hybrid, online, and distance learning courses<br><br>3. Number of academic programs in the different modalities<br><br>4. Number of educational activities carried out by the faculty in addition to the academic workload<br><br>5. Number of evening academic offerings that meet the needs of the students | A1.1 Study of professions with higher demand from the Deanship of Academic Affairs<br><br>A1.2 Full-Time Equivalent (FTE) enrollment in new and revised programs<br><br>A1.3 Enrollment in high-demand programs; total FTE and new admitted students<br><br>A1.4.1 Development of an inventory of uncompensated tasks in each academic department<br><br>A1.4.2 Department reorganization that responds to the effective use of institutional resources<br><br>A1.5 Survey for students in each program to determine preferred courses in evening, hybrid, online, and distance learning formats |
| **Strategic Issue 4**<br>M_10: O10:4<br>MSCHE<br>STDS: I, II, III, V, VI | A2. Promote the development of student learning competencies to encourage lifelong learning in ethical, aesthetic, and cultural topics | 1. Number of curricular and extracurricular activities related to ethics, aesthetics, and culture | A2.1.1 Implementation and evaluation of the General Education Component |
| **Strategic Issue 3**<br>M_07: O7.6<br>MSCHE<br>STDS: I, II, VI | A3. Support creative and research work with local and international projection | 1. Number of incentives to support the creative and research work of faculty and students<br><br>2. New patents<br><br>3. Number of publications | A3.1 Support with academic discharges, equipment, physical facilities, bonuses, intramural practices, compensations, and travels, among others, to promote and support creative and research work<br><br>A3.2 Promote collaborative partnerships with industry, government agencies, and community organizations, including securing resources to support research<br><br>A3.3 Official record of publications and creative work |

| Goal A: Innovate the academic offering in various modalities to enhance the holistic development of the student | | | |
|---|---|---|---|
| **PE-UPR/MSCHE** | **Objective** | **Indicator** | **Strategy** |
| **Strategic Issue 1**<br>M_01: O1.7<br>MSCHE<br>STDS: I, II, III, V | A4. Facilitate the holistic development of the student through collaborative relationships that promote life experience and critical thinking | 1. Number of collaborative projects<br><br>2. Number of activities in the courses that promote collaborative relationships | A4.1 Constitution of a liaison committee with the external community<br><br>A4.2 Assessment of services, projects, and educational programs aimed at the external community |
| M_01: O1.8<br>MSCHE<br>STDS: I, II, III, V | A5. Diversify opportunities for entering the workforce and entrepreneurship to strengthen academic-work experiences with internal or external resources | 1. Number of entrepreneurship initiatives<br><br>2. Number of internships and participating students<br><br>3. Number of students participating in academic-work experiences | A5.1 Inclusion of elements within curriculum that promote the use of artificial intelligence to facilitate the development of entrepreneurship in students<br><br>A5.2 Internship programs articulated with for-profit and non-profit organizations starting from early stages of university studies<br><br>A5.3 Identification of internal and external connections that facilitate academic-work experiences |
| M_01: O1.9<br>MSCHE<br>STDS: I, II, III, V | A6. Monitor student performance, including a data visualization tool that facilitates effective intervention and direct service to students to ensure their persistence, retention, and graduation | 1. Number of students benefiting | A6.1.1 Academic advisors will provide each semester follow-up to students from the moment of their admission until they complete their degree<br><br>A6.1.2 Evaluation of academic advising services<br><br>A6.1.3 Student Follow-up Study<br><br>A6.1.4 Evaluation of the persistence, retention, and graduation plan |
| M_01: O1.12<br>MSCHE<br>STDS: I, II, III, V | A7. Develop an electronic mechanism to evaluate student learning in general education and concentration courses | 1. Elaboration of an assessment tool repository<br><br>2. Number of professional accreditations in progress, obtained, and maintained | A7.1.1 Implementation and evaluation of the General Education Component<br><br>A7.1.2 Strengthening of the Institutional Assessment Office.<br><br>A7.2.1 Obtaining professional accreditation for those academic programs that are eligible<br><br>A7.2.2 Evaluation of the Institutional Assessment Plan |

# Goal B  Expand educational programs, services, and community projects through strategic alliances that promote the development of the external community and the fiscal sustainability of the institution

| Goal B: Expand educational programs, services, and community projects through strategic alliances that promote the development of the external community and the fiscal sustainability of the institution | | | |
|---|---|---|---|
| **PE-UPR/MSCHE** | **Objective** | **Indicator** | **Strategy** |
| **Startegic Issue 4**<br>M_10: O10.3<br>MSCHE<br>STDS: I, II, III, V, VI | B1. Support students and faculty community projects for social management and the appreciation of diversities | 1. Number of community projects by professors, students, and student organizations<br><br>2. Number of people benefited<br><br>3. Level of satisfaction with community projects and activities developed | B1.1 to B1.2 Inventory of academic departments detailing community projects<br><br>B1.3 Evaluation of the services rendered in community projects |
| **M_11: O11.5**<br>MSCHE<br>STDS: I, II, III, V, VI | B2. Establish academic and professional alliances and exchanges with local and international organizations that strengthen the cultural and aesthetic environment and the financial sustainability of the institution | 1. Type of institutional alliances with local and international organizations<br><br>2. Number of students participating in exchanges<br><br>3. Number of Faculty participating in exchanges<br><br>4. Amount of financial resources raised | B2.1 to B2.4 Inventory of academic departments and offices detailing alliances and exchanges according to the indicators |
| **Strategic Issue 1**<br>M_2: O2.1; O2.2; O2.3<br>MSCHE<br>STDS: I, II, III, V | B3. Diversify the educational offerings of the Division of Continuing Education and Professional Studies | 1. Amount of financial resources raised through courses with credit and grade<br><br>2. Non-traditional courses (short-term courses, continuing education, and courses with credit and grade from special projects)<br><br>3. Number and type of workshops<br><br>4. Professional certifications | B3.1 to B3.4 Conduct periodic needs assessment (market analysis) of the external community |
| **Strategic Issue 3**<br>M_7: O7.3<br>MSCHE<br>STDS: I, II, VI | B4. Expand support for the search and acquisition of external funds aimed at the creation and innovation in all its forms | 1. Number of proposals submitted<br>2. Number of proposals approved<br>3. Percentage of external funds approved to complement the institutional operational budget<br>4. 20% or more of the total approved proposals will be for the development of research and artistic and literary creation | B4.1 to B4.4 Inventory of submitted and approved proposals, each one including the amount of funds generated per fiscal year |

| Goal B: | Expand educational programs, services, and community projects through strategic alliances that promote the development of the external community and the fiscal sustainability of the institution | | |
|---|---|---|---|
| **PE-UPR/MSCHE** | **Objective** | **Indicator** | **Strategy** |
| **Strategic Issue 1** M_1: O1.5 MSCHE STDS: I, II, III, V | B5. Determine satisfaction with the services offered by the institution and the perceptions the community has about them | 1. 75% or more of the external community beneficiaries are satisfied with the services offered | B5.1.1 Systematic evaluation of the effectiveness and satisfaction of the services, programs, and initiatives offered to the community<br><br>B5.1.2 Evaluation of the Institutional Assessment Plan |

# Goal C  Promote the optimization of institutional operations through best administrative and process reengineering practices that drive agile service

| Goal C: Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service | | | |
|---|---|---|---|
| **PE-UPR/MSCHE** | **Objective** | **Indicator** | **Strategy** |
| **Strategic Issue 2**<br>M_4: O4.2<br>MSCHE<br>STDS: I, II, IV, VI, VII | C1. Transform administrative structures through the use of technologies that facilitate the provision of services in an agile manner | 1. Transformed administrative offices | C1.1.1 Administrative reengineering to reconfigure administrative processes |
| | | | C1.1.2 Administrative reorganization that responds to the effective use of institutional resources and the development of microenterprises |
| | | | C1.1.3 Annual amount of financial resources saved through administrative improvements and reengineering |
| | | 2. Technologies used in articulated processes | C1.2 Acquisition of artificial intelligence for the development of digital products |
| M_4: O4.2<br>MSCHE<br>STDS: I, II, IV, VI, VII | C2. Strengthen technological infrastructure to optimize institutional operations, leading to increased productivity and the development of an effective communication | 1. Inventory of needs for the acquisition of new technology | C2.1 Evaluation of budgetary requests from departments and offices in the planning and alignment of operational plans with the budget |
| | | 2. Training for students and university employees (teaching and non-teaching) in the use of technology | C2.2 Creation of instructional modules |
| | | 3. Dissemination and guidance to the university community on established institutional policies | C2.3 Periodic publication of relevant information for direct and regular communication with all sectors of the community |
| | | 4. 75% or more compliance with the Visibility Plan (summative evaluation) | C2.4 Evaluation of the Visibility Plan |
| M_4: O4.7<br>MSCHE<br>STDS: I, II, IV, VI, VII | C3. Increase institutional efforts to improve physical infrastructure following sustainability principles, prioritizing academic, service, research, and creation needs | 1. Inventory of physical infrastructure needs in compliance with state and federal laws | C3.1.1 Agile mechanism for the continuous maintenance of physical facilities, with special attention to structures that pose a risk to health and safety, are obsolete, or are unsuitable for new trends and technologies |
| | | | C3.1.2 Maintenance of green areas |
| | | | C3.1.3 Rental of Physical facilities |
| | | 2. Number of new construction or renovation projects submitted to Central Administration | C3.2 Establishment of sustained relations with those responsible for the funds allocated to these projects |

| Goal C: Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service | | | |
|---|---|---|---|
| **PE-UPR/MSCHE** | **Objective** | **Indicator** | **Strategy** |
| **Strategic Issue 1**<br>M_3: O3.1<br>MSCHE<br>STDS: I, III, V<br>**Strategic Issue 2**<br>M_5: O5.2<br>MSCHE<br>STDS: I, II, IV, VI, VII | C4. Promote the training of all university personnel | 1. Training and development plan for personnel completed by 75% or more<br><br>2. Number of employees participating in professional development activities | C4.1 Inventory of training and development needs for employees<br><br>C4.2 Systematic evaluation of the effectiveness and satisfaction of professional development activities<br><br>C4.3 Alliances with government and private entities that promote the development of an well-rounded citizen |
| **Strategic Issue 1**<br>M_1: O1.5<br>MSCHE<br>STDS: I, II, III, V | C5. Offer services based on a culture of planning and assessment for the continuous improvement of processes | 1. Number of human resources assigned to the Planning and Evaluation offices<br><br><br><br>2. Level of satisfaction of the university community with physical facilities<br>3. Level of satisfaction of the university community with technological infrastructure<br>4. 75 % or more of the university community is satisfied with institutional communication mechanisms<br>5. 75 % or more of the university staff is satisfied with training activities<br>6. 75 % or more of individuals benefiting from the university community are satisfied with the services offered<br>7. 75 % or more of the university community is satisfied with the university environment<br>8. 75 % or more of compliance with the Strategic Plan (summative evaluation)<br>9. 75 % or more of compliance with the Institutional Assessment Plan (summative evaluation) | C5.1.1 Strengthening of the Planning and Evaluation offices<br><br>C5.1.2 Planning and Evaluation cycle adapted to established institutional processes<br><br>C5.2 Systematic evaluation of effectiveness and<br>to satisfaction with physical facilities, technological<br>C5.7 infrastructure, communication mechanisms, training activities, services, programs and initiatives<br><br><br><br><br><br><br><br>C5.8 Strategic Plan evaluation<br><br>C5.9 Institutional Assessment Plan evaluation |

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# Plan Approval

**UPR** HUMACAO | JUNTA ADMINISTRATIVA

### CERTIFICATION NUMBER 2024-2025-019

I, Amelia Maldonado Ruiz, Executive Secretary of the Administrative Board of the

University of Puerto Rico at Humacao, DO HEREBY CERTIFY THAT:

The Administrative Board, at its ordinary meeting held on Thursday, December 5, 2024, approved with nine (9) votes in favor and two (2) votes abstained the **UPRH 2024-2029 Strategic Plan**, prepared by the 2024 Institutional Planning Committee in collaboration with the Planning, Accreditation and Institutional Research Office.

The Administrative Board exercised its functions according to Article 5, Section 5.2 of its Internal Regulations:

> Article 5 – In compliance with the University of Puerto Rico Law, as amended in its Article 8, Item C and Section 22.6 and 65.11 of the University of Puerto Rico General Regulations, the following functions correspond to the Administrative Board:

> Section 5.2: Elaborate projects and plans of development for this institutional unit, including the Strategic Development Plan.

The document includes a new mission and vision of the UPR at Humacao, which nullifies the mission and vision approved by Certification Number 20212-2013-36 Amended:

**Mission:**

The University of Puerto Rico at Humacao, centered in the student success: Promotes academic excellence, innovation, and service regarding diversity, equity and inclusion in forming professionals who contribute to the social, economic, and cultural development of the eastern area, Puerto Rico, and the Caribbean.

**Vision:**

The University of Puerto Rico at Humacao aims to be a higher education center that provides services to non-traditional populations on different modalities that will broaden its local and international projection.

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Certification Number 2024-2025-019
Page 2

IN WITNESS WHEREOF, and to remit to the corresponding university authorities,

this certification is issued in Humacao, Puerto Rico, on December nine of two thousand

twenty-five.

Dr. Carlos A. Galiano Quiñones
Chancellor and President

Prof. Amelia Maldonado Ruiz
Executive Secretary

CGQ:AMR:shrn

Attachment

## UPR HUMACAO — JUNTA ADMINISTRATIVA

### CERTIFICATION NUMBER 2024-2025-042

I, Amelia Maldonado Ruiz, Executive Secretary of the Administrative Board of the University of Puerto Rico at Humacao, DO HEREBY CERTIFY THAT:

The Administrative Board, at its ordinary meeting held on Thursday, May 15, 2025, unanimously approved to **amend** the *2024-2029 Strategic Plan of the University of Puerto Rico at Humacao*, approved through Certification Number 2024-2025-019.

The amendment consists of removing the explicit use of the terms **diversity, equity,** and **inclusion** in light of changes in the Federal Government. These terms affect the Mission, in Goal A and Goal C, in Objective A2, with Indicator 1.e, Indicator 7, and in the Strategies C5.2 through C5.7. Strategy A2.1.2 is eliminated.

The approved amendments are presented in the following table:

| Page | Where it reads: | It should read: |
|---|---|---|
| 10 | **Mission of the University of Puerto Rico at Humacao**<br><br>*The University of Puerto Rico at Humacao, centered in the student success: Promotes academic excellence, innovation, and service regarding diversity, equity and inclusion in forming professionals who contribute to the social, economic, and cultural development of the eastern area, Puerto Rico, and the Caribbean.* | **Mission of the University of Puerto Rico at Humacao**<br><br>*The University of Puerto Rico at Humacao, centered in the student success: Promotes academic excellence, innovation, and service in forming professionals who contribute to the social, economic, and cultural development of the eastern area, Puerto Rico, and the Caribbean.* |
| 10 | **Goals of the University of Puerto Rico at Humacao**<br><br>Goal A — Innovate the academic offering in various modalities to enhance the holistic development of the student through the principles of **diversity, equity,** and **inclusion.**<br><br>Goal C — Promote the optimization of institutional operations through best administrative practices and process reengineering that drive agile service and an institutional climate that respects the principles of **diversity, equity,** and **inclusion.** | **Goals of the University of Puerto Rico at Humacao**<br><br>Goal A — Innovate the academic offering in various modalities to enhance the holistic development of the student<br><br>Goal C — Promote the optimization of institutional operations through best administrative and process reengineering practices that drive an agile service |

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Certification Number 2024-2025-042
Page 2

| Page | Where it reads: | It should read: |
|---|---|---|
| 14 | **Objective**<br>A2. Promote the development of student learning competencies to encourage lifelong learning in ethical, aesthetic, cultural and **diversity, equity** and **inclusion** topics<br><br>**Indicator**<br>1. Number of curricular and extracurricular activities related to ethics, aesthetics, culture, **diversity, equity,** and **inclusion**<br><br>**Strategy**<br>A2.1.2 Development of the institutional definition of **diversity, equity,** and **inclusion** | **Objective**<br>A2. Promote the development of student learning competencies to encourage lifelong learning in ethical, aesthetic, and cultural topics<br><br>**Indicator**<br>1. Number of curricular and extracurricular activities related to ethics, aesthetics, and culture<br><br>**Strategy**<br>A2.1.2 **Removed** |
| 21 | **Indicator**<br>7. 75 % or more of the university community is satisfied with the respect for **diversity, equity,** and **inclusion**<br><br>**Strategy**<br>C5.2 Systematic evaluation of the effectiveness and satisfaction to with physical facilities, technological C5.7 infrastructure, communication mechanisms, training activities, services, programs and initiatives, and the respect for **diversity, equity,** and **inclusion** | **Indicator**<br>7. 75 % or more of the university community is satisfied with the **university environment**<br><br>**Strategy**<br>C5.2 Systematic evaluation of the to effectiveness and satisfaction with C5.7 the physical facilities, technological infrastructure, communication mechanisms, training activities, services, programs and initiatives |

The Mission approved by Certification Number 2024-2025-019 is amended solely for these purposes.

The compiled version of the aforementioned *2024-2029 UPRH Strategic Plan* is made part of this certification.

IN WITNESS WHEREOF, and to remit to the corresponding university authorities,

this certification is issued in Humacao, Puerto Rico, on May twenty-seven of two thousand twenty-five.

Dr. Carlos A. Galiano Quiñones
Chancellor and President

Prof. Amelia Maldonado Ruiz
Executive Secretary

CGQ:AMR:sbm

Attachment

UPR
HUMACAO

SENADO ACADÉMICO

**CERTIFICATION NUMBER 2024-2025-033**

I, Amelia Maldonado Ruiz, Executive Secretary of the Academic Senate of the University of Puerto Rico at Humacao, DO HEREBY CERTIFY THAT:

The Academic Senate, at its ordinary meeting held on Thursday, December 19, 2024, unanimously accepted as received the **2024-2029 Strategic Plan of the University of Puerto Rico at Humacao**, prepared by the Institutional Planning Committee (CPI) in collaboration with the Planning, Accreditation and Institutional Research Office.

IN WITNESS WHEREOF, and to remit to the corresponding university authorities, this certification is issued in Humacao, Puerto Rico, on January nine of two thousand twenty-five.

Dr. Carlos A. Galiano Quiñones
Chancellor and President

Prof. Amelia Maldonado Ruiz
Executive Secretary

CGQ:AMR:zhm ord 19 diciembre 2024

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# Glossary

# Glossary

**Institutional climate:** Perception of the decision-making processes, institutional leadership, prevailing norms and policies in the workplace, structures, practices, attitudes, and values that promote the quality of personal interactions within an institution.

**Artistic and literary creation:** Academic activity that promotes the production of works and projects of an aesthetic nature.

**Distance learning course:** Course that involves a formal learning process in which instruction is delivered while the teacher and student are in different locations, either synchronously or asynchronously, and for which information and communication technologies serve as the link between the teacher, the student, and the institution. In a distance course, 75% to 99% of the total instructional hours occur in a non-presential format. The course description should indicate that the course is offered at a distance.

**Onlice course:** Distance course that delivers 100% of the total instructional hours (regular course contact hours) via the Internet. All the content, activities, and learning resources of the course are accessible through the Internet. The course description should indicate that the course is offered online.

**Hybrid course:** Course that involves a formal learning process in which part of the instruction is delivered while the teacher and student are in different locations, either synchronously or asynchronously. In addition to face-to-face meetings, information and communication technologies are used as the linking mechanism between the teacher, student, and institution. In a hybrid course, 25% to 75% of the total instructional hours occur at a distance. The course description should indicate that the course is offered in a hybrid format.

**Distance education:** Instructional method that uses information and communication technologies as the primary means of interaction between the teacher and student, and student to student, from different physical spaces.

**General education:** Undergraduate curriculum where general courses and concentration courses are intertwined by competencies that integrate the knowledge, skills, and values that the contemporary learner needs to enjoy a fulfilling and satisfying life as a member of a family, worker, citizen, and an individual with dignified and altruistic purposes.

**Entrepreneurship:** Process and activities related to the creation, development, and management of new business initiatives within the academic environment.

**Full-time equivalent (FTE):** Measure equivalent to a student enrolled full-time for an academic year. The total FTE enrollment includes full-time students plus the calculated equivalent of part-time student enrollment.

**International:** Something that transcends the borders of its own country.

**Research:** Systematic process of conducting an analysis method aimed at obtaining new knowledge and its application to solve scientific problems or questions.

**Mission:** Statement that describes the institution's reason for being, its purpose, why it exists, and its social commitment.

**Reengineering:** Restructuring of a project, company, or institution to improve its results or benefits.

**Values:** Statements about conceptions of what is desirable that the members of an institution commit to. They are the fundamental principles that guide the institutional effort.

**Vision:** Statement of what the institution aspires to be and its future expectations.