INFORME ANUAL

AÑO ACADÉMICO 2007-2008

OFICINA DE ESTUDIOS GRADUADOS

http://grad.uprm.edu

13 de junio de 2008
Este informe contiene las tareas más importantes, los datos estadísticos más significativos y los logros principales de la Oficina de Estudios Graduados (OEG) desde el 15 de agosto de 2007 hasta el 15 de junio de 2008.

I. DESCRIPCIÓN

La OEG está adscrita al Decanato de Asuntos Académicos y se encuentra en el tercer piso del Edificio Monzón (M-303). El Director de Estudios Graduados es uno de los dos Decanos Asociados de Asuntos Académicos y preside el Consejo Graduado. La oficina tiene un Oficial de Asuntos Estudiantiles II, una Asistente Administrativa IV y una Secretaria Administrativa IV. Durante el periodo de este informe colaboraron con nosotros los siguientes estudiantes contratados a jornal: Yunilka Vargas y Tess M. Rodríguez, que colaboran mayormente en el área de admisiones y Eduardo Pérez, contratado para trabajar como "webmaster" creando y actualizando continuamente nuestra página de Internet. Además de varios estudiantes del programa de estudio y trabajo.

II. MISIÓN

La misión de la OEG aparece en nuestro plan de avalúo, terminado el 24 de marzo de 2006. El plan está disponible en http://grad.uprm.edu/planavaluo.pdf. La misión lee así:

- Atraer a los mejores estudiantes graduados de Puerto Rico y de otros países que han tenido tradicionalmente una buena representación en esta unidad.

- Informar a la comunidad académica sobre las normas y los sucesos importantes relacionados con los estudios graduados.

- Optimizar todos los procesos administrativos aplicables a los estudios graduados.

- Servir de intermediarios entre los estudiantes, los profesores y la administración universitaria en la resolución de conflictos.

- Producir información para la evaluación de los programas graduados.
III. ORGANIZACIÓN

Director de Estudios Graduados
Anand D. Sharma

Consejo Graduado

Oficial de Asuntos Estudiantiles II
Carmen Figueroa Medina

Asistente Administrativo IV
Lucy Serrano Gastón

Secretaria Administrativa IV
Madeline I. Cabán Vélez
IV. PRESUPUESTO
Los gastos de este año académico aparecen en el Apéndice 1.

V. DATOS DEMOGRÁFICOS
Los datos demográficos principales se incluyen a continuación (Apéndices 2 – 5). Para más detalles, las estadísticas se encuentran en nuestra página de Internet: http://grad.uprm.edu/oeg/Estadisticas/

Admisión para el año académico 2007-2008
- Primer Semestre
  - Solicitudes de admisión: 496
  - Solicitantes admitidos: 306
  - Estudiantes matriculados: 188
- Segundo Semestre
  - Solicitudes de admisión: 371
  - Solicitantes admitidos: 233
  - Estudiantes matriculados: 155

Ayudantías

Ayudantías por Facultad – Agosto 2007

<table>
<thead>
<tr>
<th>Facultad</th>
<th>Casos</th>
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<tr>
<td>Facultad de Adm. De Empresas</td>
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</tr>
<tr>
<td>Facultad de Artes y Ciencias</td>
<td>416</td>
</tr>
<tr>
<td>Facultad de Ciencias Agrícolas</td>
<td>113</td>
</tr>
<tr>
<td>Facultad de Ingeniería</td>
<td>334</td>
</tr>
<tr>
<td>Otras Agencias o Proyectos</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>911</td>
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<table>
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<tr>
<th>Facultad</th>
<th>Corrector - Fondos Institucionales</th>
<th>Investigación - Fondos Externos</th>
<th>Investigación - Fondos Institucionales</th>
<th>TA (Conf) - Fondos Institucionales</th>
<th>TA (Lab) - Fondos Institucionales</th>
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<tr>
<td>Adm. De Empresas</td>
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<td>$12,328.55</td>
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<td>$32,857.73</td>
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<tr>
<td>Artes y Ciencias</td>
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<td>$407,016.26</td>
<td>$33,690.79</td>
<td>$268,645.40</td>
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<tr>
<td>Ciencias Agrícolas</td>
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<td>$181,60</td>
<td>$108,694.92</td>
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<td>Ingeniería</td>
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<td>$582,266.33</td>
<td>$120,330.78</td>
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<td>$206,262.35</td>
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<td>Otras Agencias o Proyectos</td>
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<td>Total</td>
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<td>$120,258.31</td>
<td>$1,257,205.77</td>
<td>$187,023.94</td>
<td>$378,698.97</td>
<td>$2,948,113.16</td>
</tr>
</tbody>
</table>
Consejo Graduado


VI. LOGROS MÁS SIGNIFICATIVOS DE LA OEG

- Estudiantes graduados con ayudantías graduadas pueden disfrutar simultáneamente de programa de trabajo jornal siempre y cuando cumplan con el resto de los requisitos mínimos de elegibilidad, mediante justificación y autorización del Director del Departamento o su representante autorizado. Apéndice 6.

- Poner en vigor la Certificación Número 26 de 2003 – 2004 de Junta Síndicos relacionada con el pago de cuota por admisión diferida.

- Revisión tanto en español como en inglés de los escritos relacionado con la documentación necesaria para obtener el certificado de elegibilidad para estudiantes internacionales (Forma I-20). Apéndices 7a y 7b.

- Creación de la Asociación de Estudiantes Graduados del Recinto Universitario de Mayagüez (AEGRUM).

- Enlace directo a la información del área de admisiones y nuestra página en Internet desde la página principal de UPRM.

- Actualización constante de nuestra página en Internet.


- Reconocimiento por el Council of Graduate Schools (CGS) de la tesis de Alida Ferrer del Departamento de Inglés, como un buen ejemplo de la forma en que la educación graduada impacta al público. Apéndice 11.
Ferias de Estudios Graduados


- 17 de octubre de 2007 - Feria de estudios graduados en el Recinto de Ciencias Médicas de UPR – Lucy Serrano.

- 18 de octubre de 2007 - Feria del programa doctoral de Ciencia e Ingeniería de la Información y la Computación (CISE) – Dr. Anand Sharma.

- 4 de marzo de 2008 - Feria de estudios graduados del Recinto de UPR de Aguadilla - Lucy Serrano.

- 12 de marzo de 2008 - Feria de estudios graduados en el Antillian College, Mayagüez – Carmen Figueroa.


Capacitación del personal


- 26 de septiembre de 2007 - Reunión con la Dra. Celeste Freytes en Administración Central en UPR, Río Piedras, relacionada con el nuevo sistema para la solicitud de admisión “Apply Yourself”– Dr. Anand Sharma y Carmen Figueroa.


- 10 de octubre de 2007 – Adiestramiento: “Gastos de Viajes” – Madeline I. Cabán


- 26 de octubre de 2007 – Adiestramiento: “Técnicas para mejorar la Salud Emocional” – Madeline I. Cabán Vélez

- 29 de octubre de 2007 -Taller de gerencia académica – Dr. Anand Sharma.
1 de noviembre de 2007 - Ponencia ante Comité de Asuntos Académicos del Senado Académico sobre la "Propuesta para reestructurar el Centro de Investigación y Desarrollo y la Oficina de Estudios Graduados para Establecer un Decanato de Investigación y Estudios Graduados en el Recinto Universitario de Mayagüez" - Dr. Anand Sharma. 

Apéndice 15.

16-18 de noviembre de 2007 - Reunión anual de National Association of Graduate and Professionals Students (NAGPS) en Austin, Texas - Dr. Anand Sharma.

4 de diciembre de 2007 – Orientación sobre Gastos de Viaje. – Lucy Serrano Gastón.


21-22 de febrero de 2008 - Taller de Graduate and Professional School Enrollment Management Corporation (GAPSEMC) en San Antonio Texas - Dr. Anand Sharma.

13 de marzo de 2008 - Tercer Taller para directores de Estudios Graduados en el Viejo San Juan. Auspiciado por el Decanato de Estudios Graduados e Investigación (DEGI), UPR-Río Piedras – Dr. Anand Sharma.

3-4 de abril de 2008 - Taller de World Educational Services (WES) sobre evaluación de credenciales internacionales en Minneapolis, Minnesota - Dr. Anand Sharma.

4 de abril de 2008 – Adiestramiento: "Como manejar situaciones de Conflictos Personales entre empleados." - Carmen Figueroa

7 de abril de 2008 - Taller de Gerencia Académica – Dr. Anand Sharma.

19 de mayo de 2008 - Taller de Gerencia Académica - Dr. Anand Sharma.

15-17 de junio de 2008 - Reunión anual de Center for the Integration of Research, Teaching and Learning (CIRTL) en Madison, Wisconsin –Dr. Anand Sharma.

Junio 2008 - Adiestramiento relacionado con las funciones de Oficial de Asuntos Estudiantiles II en OEG. Carmen Figueroa (actual Oficial de Asuntos Estudiantiles) adiestró a María Almodóvar. La señorita Almodóvar comenzará sus funciones una vez la señorita Figueroa comience su Licencia de Servicio. Esto será efectivo a partir del 1 de julio de 2008.
Memorando de Entendimiento (Memorandum of Understanding [MOU])

- 15 de octubre de 2007 – MOU entre el Colegio de Ingeniería de la Universidad de Puerto Rico, Recinto Universitario de Mayagüez y Grove School of Engineering at the City College of the City University of New York (CUNY).

- 14 de abril de 2008 – MOU entre U.S. Department of Agriculture Food Safety And Inspection Service y el Colegio de Ciencias Agrícolas de la Universidad de Puerto Rico, Recinto Universitario de Mayagüez

Para más información relacionada con estos Memorandos de Entendimiento, puede visitar la siguiente dirección en el Internet: http://grad.uprm.edu/oeg/NoticiasRecientes/

Encuestas enviadas al exterior

- 5 de marzo de 2008 - Peterson's Annual Survey of Graduate Schools

- enero 2008 - Council of Graduate Schools (CGS) Survey – Phase I.

- 10 de junio de 2008 – Council of Graduate Schools (CGS) Survey – Phase II.

- 10 de junio de 2008 - NSF - Mathematica Survey

Visitantes de Exterior Atendidos/Recibidos


- 4 de octubre de 2007 - Ruth Reyes Maldonado y Tony Nazario de NRC sobre disponibilidad de becas.

- 24 de octubre de 2007 – Dr. John Prados, University of Tennessee, como líder del equipo de evaluación de los programas de ingeniería- simulacro de ABET.


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VII. PLANES FUTUROS

Nuestras metas principales para el próximo año académico son las siguientes:

- Implantación del nuevo sistema para la solicitud de admisión "Apply Yourself" (AY) que estará disponible para las personas que deseen solicitar para el semestre de enero 2009. La implantación de este nuevo sistema establecerá un progreso significativo en términos de un formulario bilingüe de la solicitud de admisión que incluye: información de cada departamento en línea, incluyendo documentos de apoyo tales como: ensayo, resultados de exámenes y otros. Actualmente, estamos trabajando en la logística para colocar el formulario de decisión, carta de recomendación, múltiples mensajes para el solicitante, sistema de pago y centro de manejo de algunas tareas administrativas.

- Creación de un plan de reclutamiento de estudiantes graduados con énfasis en la diversidad regional geográfica.

Revisado y sometido por:
Dr. Anand D. Sharma,
Director de Estudios Graduados y
Decano Asociado de Asuntos Académicos

Preparado por:
Madeline I. Cabán Vélez
Secretaria Administrativa IV
## Apéndice 1. Gastos de la OEG durante el año fiscal 2007-2008

<table>
<thead>
<tr>
<th>Gastos</th>
<th>Cantidad</th>
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<tbody>
<tr>
<td>Jornal Estudiante</td>
<td>$8,724</td>
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<tr>
<td>Libros Materiales Oficina</td>
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<tr>
<td>Cuotas</td>
<td>3,011</td>
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<tr>
<td>Mantenimiento Equipo</td>
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<td>Franqueo</td>
<td>109</td>
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<td>Impresos</td>
<td>1,220</td>
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<tr>
<td>Dietas</td>
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<tr>
<td>Transportación Marítima/Terrestre</td>
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<tr>
<td>Alojamiento</td>
<td>382</td>
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<tr>
<td>Otros Gastos Viaje</td>
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<tr>
<td>Equipo Mayor</td>
<td>1,422</td>
</tr>
<tr>
<td>Equipo Oficina</td>
<td>1,078</td>
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<tr>
<td>Gastos Comidas</td>
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<tr>
<td>Gastos Dietas</td>
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<tr>
<td>Otros Gastos Transportación Marítima/Terrestre</td>
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<tr>
<td>Gastos Consumo Alimentos</td>
<td>388</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$22,453</strong></td>
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Distribución de Estudiantes Graduados de Nuevo Ingreso
Primer Semestre del Año Académico 2007-2008

- Ciencias Agrícolas
- Administración de Empresas
- Ingeniería
- Artes y Ciencias
- Estudiantes Visitantes, Mejoramiento Profesional e Intercambio
Apéndice 3

DISTRIBUCIÓN DE MATRICULADOS TOTAL Y DE NUEVO INGRESO POR NACIONALIDAD
PRIMER SEMESTRE 2007-2008

Puerto Rico 127 198
Colombia
Peru
Republica Dominicana
Estados Unidos
Argentina
Chile
Ecuador
Haiti
Venezuela
Distribución de Estudiantes Graduados de Nuevo Ingreso Segundo Semestre 2007-2008

- Colegio de Administración de Empresas
- Colegio de Artes y Ciencias
- Colegio de Ciencias Agrícolas
- Colegio de Ingeniería
- Estudiantes Visitan tes, Mejoramiento Profesional e Intercambio
DISTRIBUCIÓN MATRICULADOS NUEVO INGRESO POR NACIONALIDAD SEGUNDO
SEMESTRE 2007-2008
Directores y Coordinadores de Programas Graduados
Oficina de Finanzas

Dr. Anand D. Sharma, Director de Estudios Graduados y
Decano Asociado de Asuntos Académicos

Sr. Darío Torres
Director Oficina de Finanzas

12 de septiembre de 2007

Ayudantías Graduadas y Programa de Trabajo Jornal

En reunión sostenida en la mañana de hoy entre el Sr. Darío Torres, Director de Finanzas y Dr. Anand D. Sharma, Director de la OEG, con relación al "Procedimiento para la Selección, Administración y Pago a Estudiantes del Programa de Trabajo a Jornal" y la Certificación 05-62 del Senado Académico (Normas para Regir las Ayudantías de Estudiantes Graduados en el Recinto Universitario de Mayagüez); para clarificar si los estudiantes que disfrutan de ayudantías graduadas pueden participar al mismo tiempo de trabajo jornal durante el mismo semestre.

Luego de revisar ambos documentos, específicamente el Artículo VI, Inciso A, del Procedimiento de Trabajo Jornal donde establece que el estudiante: Rendirá labor solamente bajo el Programa de Trabajo Jornal; esto es, no podrá participar de otros programas de empleo simultáneamente y el Inciso I, segunda oración, de la Certificación 05-62, donde dice: La ayudantía no es un empleo regular en el Recinto; se llegó a la conclusión que los estudiantes graduados con ayudantías graduadas pueden disfrutar simultáneamente del programa jornal siempre y cuando cumplan con el resto de los requisitos mínimos de elegibilidad, mediante justificación y autorización del Director de Departamento o su representante autorizado.

/Isg
DOCUMENTACIÓN NECESARIA PARA OBTENER EL CERTIFICADO DE ELEGIBILIDAD (FORMA I-20)

Los estudiantes internacionales interesados en proseguir estudios en el Recinto Universitario de Mayagüez (RUM) de la Universidad de Puerto Rico, deben cumplir con una serie de procedimientos y requisitos. Puede conseguir dicha información en el Catálogo Graduado y en la página de Internet de la Oficina de Estudios Graduados: http://grad.uprm.edu. Todo estudiante internacional debe poseer un Certificado de Elegibilidad para estudiante no inmigrante (F-1) conocido como “I-20 Form of the U. S. Department of Homeland Security”. Éste documento se le enviará al candidato una vez se le haya otorgado oficialmente la admisión a la Institución y cuando determinemos claramente que el estudiante tiene fondos suficientes para cubrir sus estudios. Si el estudiante obtiene una beca y la cantidad de ésta es menor que la cantidad establecida oficialmente para estudiar en el RUM, el estudiante es responsable de proporcionar la diferencia. Actualmente, el total de gastos aproximados para un estudiante no-residente matriculado en el RUM se estiman en US $16,234.00 por año académico (10 meses). Sin embargo, debe contar con fondos adicionales para cubrir los gastos de su costo de vida regular. Como evidencia de los fondos personales disponibles para proseguir estudios en el RUM, los siguientes documentos deben ser oficiales, recientes y originales. Además, deben ser sometidos antes de que el I-20 sea procesado. Por favor, fotocopias no son aceptadas.

a. Cuenta Personal en el banco o cuenta perteneciente a un familiar cercano que pueda comprometer los fondos para respaldar al estudiante. Evidencia de la cuenta consiste en un documento oficial expedido por el banco certificando en detalle cuando la cuenta fue abierta, el número de cuenta y el nombre completo del tenedor de la cuenta. Todos los documentos arriba mencionados tienen que desglosar detalladamente los fondos disponibles en moneda local y su equivalente dólares americanos.

b. Documento legal (Ej. Declaración Jurada) del tenedor(es) de la cuenta de banco certificando que los fondos podrán ser utilizados por el estudiante para sus estudios en el RUM. Estos documentos deben ser oficialmente notariados.

c. Si aplica, en el caso de los estudiantes que reciben becas, un documento oficial de la organización/institución proporcionando fondos garantizando los estudios graduados en el RUM. La carta de apoyo debe indicar claramente el periodo de disponibilidad de los fondos.

Los documentos pueden enviarse tan pronto sea posible, vía correo expreso u otro servicio de entrega rápida a cualquiera de las siguientes direcciones:

DIRECCIÓN POSTAL

UPR-RUM  
OFICINA DE ESTUDIOS GRADUADOS  
PO BOX 9020  
MAYAGÜEZ PR 00681-9020

DIRECCIÓN FÍSICA

RECINTO UNIVERSITARIO DE MAYAGÜEZ  
250 CALLE RAMÓN E. BETANCES  
OFICINA DE ESTUDIOS GRADUADOS  
EDIF. MONZÓN 303  
MAYAGÜEZ PR 00680

Una vez se reciba la evidencia, la Oficina de Estudios Graduados estará en posición de enviarle su Formulario I-20 utilizando un servicio de entrega rápida para que pueda aplicar para la visa de estudiante F-1. Sin embargo, usted debe realizar los arreglos para pagar el servicio contactando nuestra oficina al teléfono (787) 265-3809 o vía correo electrónico (egraduados@uprm.edu). Puede enviar un giro ("Money Order") por la cantidad exacta o completando el documento de "Formulario de Autorización para Pago con Tarjeta de Crédito", la cual puede conseguir en nuestra página de Internet (http://grad.uprm.edu) bajo Recursos y Documentos, en la sección de Estudiantes Internacionales.

Revisado: ABR 2008
EVIDENCE NEEDED TO OBTAIN THE CERTIFICATE OF ELIGIBILITY FOR NONIMMIGRANT (F-1) STUDENT STATUS FORM I-20

Foreign students interested in pursuing studies at the Mayagüez Campus of the University of Puerto Rico must comply with a number of procedures and requirements explained in the Graduate Catalogue and in the web page of the Office of Graduate Studies: [http://grad.uprm.edu](http://grad.uprm.edu). All foreign, nonimmigrant students must possess a Certificate of Eligibility for Nonimmigrant (F-1) Student, best known as the I-20 Form of the U. S. Department of Homeland Security. This document is sent to the student after formal admission has been granted and it has been clearly established that the student has adequate funds to pursue his/her studies. If the student is awarded an assistantship, and if the assistantship amount is less than the amount officially established to study at the University of Puerto Rico at Mayagüez (UPRM), then the student is responsible to provide the difference. Current approximate total expenses for a nonimmigrant foreign student enrolled at UPRM are estimated to be US $16,234.00 per academic year (10 months). However, provision should be made for normal yearly cost of living increases. As evidence of personal funds available to pursue studies at UPRM, the following official documents in original must be submitted before an I-20 can be processed. Please note that photocopies are not acceptable.

a. Personal bank account or bank accounts belonging to close relatives who are willing to commit the funds in support of the student. Bank account evidence consists of an official bank document certifying in detail when the account was opened, the account number, and the full name of the person holding the account. All documents described above must accurately detail the funds available in local currency, and the equivalent in US dollars at the prevailing exchange rate. These documents must be officially notarized.

b. A letter(s) from the bank account holder(s) clearly certifying that these funds would be utilized by the student towards his/her studies at the University of Puerto Rico at Mayagüez. These documents must be officially notarized.

c. If applicable, in the case of scholarship recipients, an official document of support from the organization/institution providing funds for undertaking graduate studies at UPRM. The letter of support must clearly indicate the time period of availability of these funds.

These documents should be sent as soon as possible by express mail or other express delivery service to either of these addresses:

**POSTAL SERVICE MAILING ADDRESS:**

UNIVERSITY OF PUERTO RICO  
OFFICE OF GRADUATE STUDIES  
PO BOX 9020  
MAYAGÜEZ PR 00681-9020

**PHYSICAL DELIVERY ADDRESS:**

UNIVERSITY OF PUERTO RICO  
250 CALLE RAMÓN E. BETANCES  
OFFICE OF GRADUATE STUDIES  
303 EDIF. MONZÓN  
MAYAGÜEZ PR 00680

Upon receiving the evidence, the Office of Graduate Studies will be in a position to send you the I-20 Form by an express delivery service to apply for F-1 student visa. However, you will need to make arrangements to pay for this service by contacting our office at 787-265-3809 or via email (egraduados@uprm.edu). Payment can be made in form of a money order for the exact amount, or by filling out the "Authorization for Payment of Express Mail with Credit Card", which you will find on our website ([http://grad.uprm.edu](http://grad.uprm.edu)) under Resources and Documents – International Students.

Revised: April 2008
October 5, 2007

Dr. Mildred Chaparro  
Dean of Academic Affairs  
University of Puerto Rico  
Mayagüez, PR 00681

Dear Dr. Chaparro:

On Wednesday October 3, I had an opportunity to visit the University of Puerto Rico, Rio Piedras Campus along with Ms. Carmen Figueroa, Official of Students Affairs II from the Office of Graduate Studies to observe the application of Apply Yourself (APY) enrollment management program that they adopted almost two years ago. The superiority of APY over the Enrollment Management Technology (EMT) program that we use at UPRM is quite evident by the following comparisons between their abilities.

ONLINE ADMISSION APPLICATION REVIEW  
ENROLLMENT MANAGEMENT TECHNOLOGY (EMT) VERSUS APPLY YOURSELF RECRUITMENT SOLUTIONS (APY)

- MANAGING LETTERS OF RECOMMENDATION:
  - EMT: The system does not allow the online placement of the letters of recommendation. The Office of Graduate Studies (OEG) at UPRM administers the forms out of the system by manually scanning them. This is a very time consuming manual activity if we consider 2 to 3 letters per applicant.
  - APY: The system integrates the letters of recommendation as part of the admission application process online. The system automatically sends notifications to applicants by email requesting them to complete the letters of recommendation in a certain format online.

- REAL-TIME MONITORING OF ADMISSION APPLICATION STATUS:
  - EMT: The applicant is unable to view the admission application status online. The applicants receive the message related with the admission application status by email from OEG.
  - APY: The applicants and the coordinators of individual graduate programs can view the admission application status (whether not initiated, initiated, or submitted) at any given moment with a real-time summary of all the documents that have been received by the office of graduate admissions like official transcripts, letters of recommendation, test scores, and other supporting documents.
ADMISSION LETTERS:

✓ EMT: The system does not provide information to the applicants about admission status; whether it is full admission, conditional admission, denial, or if additional documents, such as proof of financial stability, are required of international students.

✓ APY: The applicants can view the letters from the office of graduate studies online in both languages simultaneously (English and Spanish), and the system automatically registers the date when the applicants review their letters. Also, we can include any other information related with the registration process and place it outside of the admission letter. The student fills a form online to accept or deny the admission through the system. If the student denies the admission, the system automatically asks for a list of reasons with a drop down list for survey purposes. The system notifies the student by email and online announcement about the due date to accept or deny the admission letter.

USER AUTHORIZATIONS:

✓ EMT: The academic departments, graduate programs, and all applicable administrative offices (Office of the Registrar, Office of Economic Assistance, Office of Medical Services, Office of Finance, Office of International Students, Office of Immigration, Office of Admissions) along with the UPR Central Administration (requiring information about all the applicants to graduate studies and graduate students) are unable to view real-time information and generate reports. Actually, the OEG generates and sends the information using the main data base programmed using the ACCESS program separately from EMT. This is very time consuming process.

✓ APY: The system permits the access to all users related with the graduate admissions process specifying the type of information each officer or user is authorized to retrieve.

ONLINE ADMISSION APPLICATION SEARCH:

✓ EMT: The online system lumps together and places all the submitted admission applications together without separating by admission term. It is a very tedious and time-consuming manual process to retrieve the data by name, term, graduate program or classification on a routine daily basis. The system has difficulties with the alphabetical order segregation.

✓ APY: The system provides a very easy way to find the applicants by name, term, graduate program and classification.

PAYMENT PROCEDURE BY CREDIT CARD:

✓ EMT: The applicants are unable to pay the admission application fee online using the ATM.

✓ APY: The applicants can pay for their admission application online using ATM, VISA, and Master Card. The Office of Graduate Admissions provides a voucher to each applicant to pay for their admission applications in the Office of Finance, and then the applicant is able to deliver the receipt to the Office of Graduate Studies. Any authorized official can register payment directly on the system.
o EXPORTS AND REPORTS:

✓ **EMT:** We have to request the whole report of the admission application submitted once when each admission term ends. The CVS format heading differs from the graduate admissions' ACCESS data base format.

✓ **APY:** The system database in EXCEL format is relatively very easy and manageable, and eliminates the need to fill (and the save time) all the information manually from the admission applications online to the ACCESS database.

o ONLINE HELP REQUEST/TECHNICAL SUPPORT:

✓ **EMT:** The students request online if they have any doubts or questions, or encounter any technical difficulties with the online system. The Hobson's officials attend to these by replying to OEG by email instead of directly to the students.

✓ **APY:** The system responds daily and directly to the applicants' requests on the system. If there any difficulties, they communicate by email with the officials of graduate studies to resolve the difficulties.

o MANUAL INTERVENTIONS TO SUSTAIN THE EMT ADMISSION APPLICATION ONLINE – VERY TIME CONSUMING CUMBERSOME PROCESSES:

✓ The information contained in the admission application online is transferred manually to the ACCESS data base.

✓ The letters issued by OEG to applicants and graduate students.

✓ The applicants send the link for the letter of recommendation by email and the filled forms are received by email on the UPRM server. The admission official downloads the letter of recommendation and integrates them with the admission applications and other supporting documents.

✓ The admission application online format, transcripts, letters of recommendation, and supporting documents are manually converted as PDF format documents and placed for each graduate program's authorized access groups on egraduados email account.

✓ The documents from the registered graduate students (admission applications, admission letters and official transcripts) are placed online in the Registrar's group on egraduados email account.

o OTHER FAVORABLE FEATURES OF APY:

✓ The students can receive announcements via email, which are programmed by OEG on the system online before the actual emission date.

✓ The student identification numbers for each admitted graduate student is assigned directly on the admission letter with a collateral programming.

✓ The letters of recommendation are automatically printed as hard copies to be completed by the recommender who would be unwilling to use the letter of recommendation format online.

✓ The applicants can switch between pages for reviewing purposes without losing information.

✓ The applicants can fill more than one admission application online to different graduate programs during the same period.

✓ The system provides the creation of Roles (Administrator, Coordinator, Data Entry, Export Manager, Reader, Master and Finance) specifying the level of privilege assigned to each one. Each Role person has to sign an agreement letter before reviewing the information online.
CONCLUSIONS:

APY is a very efficient and an impressive system for managing any admission process (in this case graduate admissions) with regard to how information is managed, made available to departments, graduate studies office and applicants, and in the generation of reports. The current system (EMT) that has been adopted at UPRM, although it is an improvement over the paper system, is very limited in scope. There are so many manual intervention time-consuming isolated processes that are involved which unnecessarily consume so much of valuable staff time for routine tasks that can be utilized for other productive and innovative activities in terms of widening the scope of our graduate programs at UPRM. In addition, in the current system utilizing EMT, if the person managing it is absent, it could paralyze the whole admissions process because it is so dependent on one person being a specialist in its use. Information is not available simultaneously to all users that can be meaningfully tapped into. Also, the APY acquisition for Mayaguez Campus will require the recruitment of a full employee as Information and Technology Coordinator for helping us constantly with the admission application online.

We accidentally discovered to everyone’s surprise while at UPR Rio Piedras that Hobson’s, which manages EMT, just last week (Sep 27, 2007) bought the Apply Yourself (APY) system. I guess, in our opinion, we really have no choice now, but to go with Apply Yourself, all together as a UPR SYSTEM. This would benefit everyone in admissions process management and generation of any kinds of reliable reports, promotion of graduate programs, etc. When one sees the two systems at work, the EMT at Mayaguez and the Apply Yourself (APY) at Rio Piedras, one can appreciate the differences.

Listed below are three queries from Ana Rosa García, Special Assistant to the Dean of Graduate Studies and Research, soliciting our feedback:

1. One centralized system or each campus with separate needs. Each campus has its unique internal setup for handling the admissions processes. We could go as one centralized system (if possible) but with the current setup the questions are likely to be different.
2. Total number of application requests on an annual basis. Approximately 900 annually.
3. Number of Record Access Accounts required for each new campus. Approximately 250.

Sincerely,

Anand D. Sharma
Director of Graduate Studies

Carmen I. Figueroa
Official of Student Affairs II
DIRECTORES/COORDINADORES PROGRAMAS GRADUADOS

ANAND D. SHARMA, PH.D
DIRECTOR DE ESTUDIOS GRADUADOS Y
DECANO ASOCIADO DE ASUNTOS ACADÉMICOS

28 DE SEPTIEMBRE DE 2007

TRAMITE SOLICITUDES DE READMISION Y TRASLADOS

A modo aclaratorio les informo el trámite a seguir en las solicitudes de readmisión y traslado para los distintos programas graduados.

1. Primeramente el estudiante deberá entregar en la Oficina del Registrador el formulario junto el comprobante de pago. Dicha solicitud no puede tener las firmas del Director de Departamento, Decano de Facultad o Director de OEG al momento de radicarse en la Oficina del Registrador.

2. Una vez radicado en la Oficina del Registrador será tramitado a OEG para una evaluación preliminar y de cumplir con los requisitos mínimos será enviado acompañado de endoso al departamento para su evaluación y trámite correspondiente. De no cumplir con los requisitos mínimos será devuelto a la Oficina del Registrador.

3. Luego de la firma del Decano de Facultad se devolverá a la OEG para la evaluación final y firma.

4. Por último el Registrador recibirá el formulario con las todas las firmas y procederá a emitir carta al estudiante notificando la decisión final.

Sólo es permitido entregar en la Oficina del Registrador formularios con las firmas del Director de Departamento y el Director de la OEG en la parte superior del documento en aquellos casos radicados luego de pasado la fecha tardía. De este modo, el departamento emite el visto bueno para evaluar la solicitud tardíamente y la Sección de Pagaduria podrá emitirle al estudiante el comprobante de pago para radicar la solicitud en la Oficina del Registrador. Luego la solicitud sigue el trámite normal.

/lsg
Comité Ad Hoc  
Evaluación Traslados Internos Estudiantes Graduados

Miembros:
Dr. Aldo Acevedo – Ingeniería Química
Dra. Nilda Aponte - Ciencias Marinas
Dr. Luis Rivera – Química
Dr. Rafael Rodríguez - Ingeniería Eléctrica
Dra. Yolanda Ruiz – Administración de Empresas

En reuniones celebradas los días jueves 25 de octubre y el miércoles 21 de noviembre, el Comité evaluó la encomienda del Consejo Graduado con relación a los Traslados Internos de Estudiantes Graduados, y recomienda lo siguiente:

**Traslados Internos de Estudiantes Graduados**

NO se recomendaran traslados a estudiantes que hayan completado 75% o más de los créditos del programa de origen.

- **Traslado de Programa y Departamento (Maestría a Maestría)**
  
  - El estudiante deberá solicitar el traslado y cumplir con los requisitos de admisión del nuevo programa. El Comité Graduado Departamental recomendará si el estudiante es aceptado o no, y la convalidación de los créditos aprobados por el estudiante en el programa de origen.

- **Traslado de Programa y Departamento (Maestría a Doctorado)**

  - El estudiante deberá solicitar el traslado y cumplir con los requisitos de admisión del nuevo programa. El Comité Graduado Departamental recomendará si el estudiante es aceptado o no, y la convalidación de los créditos aprobados por el estudiante en el programa de origen. El tiempo permitido para obtener el grado será de 10 años (o lo que estipule la Certificación vigente) a partir del semestre académico en Estudios Graduados, en que se aprobó el primer curso convalidado para el nuevo programa.

- **Traslado de Programa y Departamento (Doctorado a Maestría)**

  - El estudiante deberá solicitar el traslado y cumplir con los requisitos de admisión del nuevo programa. El Comité Graduado Departamental recomendará si el estudiante es aceptado o no, y la convalidación de los créditos aprobados por el estudiante en el programa de origen. El tiempo permitido para obtener el grado será de 6 años (o lo que estipule la Certificación vigente) a partir del semestre académico en que se aprobó el primer curso convalidado para el nuevo programa.
- **Cambios de Plan**
  
  - El cambio de plan se debe reflejar en un nuevo plan de estudios, si el estudiante cambió de Plan I/Plan II al Plan III, o viceversa, y cumplir con los requisitos del Plan.
  
  - Si el estudiante solicita cambio de Plan I a Plan II, o viceversa, deberá someter al Comité Graduado Departamental una justificación por escrito, acompañada por una carta de su consejero expresando su posición ante la solicitud del estudiante, y cualquier otro documento solicitado por el Comité Graduado Departamental.

- **Traslado de Programas**
  
  - **Traslado de Maestría a Doctorado**
    
    - El estudiante deberá solicitar el traslado de programa y cumplir con los requisitos de admisión del nuevo programa. Además, el estudiante someterá al Comité Graduado Departamental una justificación por escrito, acompañada por una carta de su consejero expresando su posición ante la solicitud del estudiante, y cualquier otro documento solicitado por el Comité Graduado Departamental.

    - El Comité Graduado Departamental recomendará si el estudiante es aceptado o no, y la convalidación de los créditos aprobados por el estudiante en el programa de origen. El tiempo permitido para obtener el grado será de 10 años (o lo que estipule la Certificación vigente) a partir del semestre académico en Estudios Graduados, en que se aprobó el primer curso convalidado para el nuevo programa.

  - **Traslado de Doctorado a Maestría**
    
    - El estudiante deberá solicitar el traslado de programa y cumplir con los requisitos de admisión del nuevo programa. Además, el estudiante someterá al Comité Graduado Departamental una justificación por escrito, acompañada por una carta de su consejero expresando su posición ante la solicitud del estudiante, y cualquier otro documento solicitado por el Comité Graduado Departamental.

    - El Comité Graduado Departamental recomendará si el estudiante es aceptado o no, y la convalidación de los créditos aprobados por el estudiante en el programa de origen. El tiempo permitido para obtener el grado será de 6 años (o lo que estipule la Certificación vigente) a partir del semestre académico en que se aprobó el primer curso convalidado para el nuevo programa.
El formulario a ser completado para el proceso de solicitud de traslado, será el Formulario Oficial de la Oficina del Registrador (Formulario de Readmisión y Traslado).

El Comité Graduado Departamental evaluará las Solicitudes de Traslado Interno y someterá su recomendación al Coordinador del Programa Graduado o Director de Departamento para el trámite correspondiente.

La Oficina de Registraduría debe notificar al Departamento (de su programa de origen) el resultado del trámite de la solicitud de Traslado Interno.

Respetuosamente sometido por:

Yolanda Ruiz Vargas
Yolanda Ruiz-Vargas, PhD
Presidenta

Versión Revisada
28 de enero de 2008

Aprobado por el Consejo Graduado
7 de febrero de 2008
May 2, 2008

Dr Jorge I. Vélez Arocho
Chancellor
University of Puerto Rico
Mayagüez, PR 00681

Dear Dr. Vélez Arocho:

The following two documents were released recently on April 24, 2008 at the 2008 Council of Graduate Schools (CGS) Legislative Forum at the Library of Congress in Washington, DC:

(1) Graduate Education and the Public Good
(2) Making a Difference

It gives me great pleasure to inform you that a recent master's degree thesis work from the English Department at UPRM by Ms. Aleida Ferrer was included as the only work from Puerto Rico in the second document. Listed recipients were selected from 134 institutions from all across the United States. As a consequence, Puerto Rico was added to the listing of states in the southern region.

I am attaching copies of certain pages from these two documents.

Sincerely,

[Signature]

Anand D. Sharma
Director & Associate Dean

C: Dr. Mildred Chaparro, Dean of Academic Affairs
   Dr. Moises Orrego, Dean of Arts & Sciences
   Dr. Betsy Morales, Director, English Department
   Dr. Elizabeth Dayton, Thesis Advisor
   Ms. Aleida Ferrer, M.A. Thesis
August 27, 2007

Dr. Mildred Chaparro  
Dean of Academic Affairs  
UPRM

Report of Travel to Participate in the Feria de Talentos 2007 at INTEC,  
Santo Domingo, Dominican Republic

Dear Dr. Chaparro:

From August 22-25, 2007 I participated in the Second Annual Feria de Talentos which was organized by the Instituto Tecnológico de Santo Domingo (INTEC) to provide professional and educational opportunities to its students. The event this year, as opposed to its first year in 2006, included the participation of various universities, from both within and outside of Dominican Republic, along with the representation of many local Industries. This was the first time that we, from the University of Puerto Rico at Mayaguez, were invited to participate in this fair and showcase our graduate programs. Our motive to participate, given the fact that UPRM is a major Caribbean university, was not only to showcase our graduate programs, but to also orient the prospective students on the details of the admission process, the credit requirements, the types of available assistantships and to develop a rapport by answering their queries.

I was accompanied on this trip by Ms. Yamarie Hernández from Co-Hemis, the unit which was instrumental in coordinating UPRM’s participation. During the event, I was provided with two opportunities to give presentations about UPRM and our programs on two separate days. Ms. Yamarie Hernández and I both felt that we had a very successful visit to INTEC, not only in terms of our participations, but hopefully also in making a further dent in attracting a larger number of talented students from the Dominican Republic.

For this trip, I would like to thank Ms. Yamarie Hernández for her support and to also Ms. Johanna Dávila Vélez, Dr. Fernando Gilbes – Director of CoHemis, Dr. Jorge I. Vélez Arocho - Chancellor, and you in making this participation possible.

Sincerely,

Anand D. Sharma  
Director

C:  Dr. Fernando Gilbes, Director, CoHemis  
Dr. Jorge I. Vélez Arocho, Chancellor
April 10, 2008

Dr. Anand Sharma
Director & Associate Dean
Office of Graduate Studies
University of Puerto Rico
Mayaguez Campus

Dear Dr. Sharma:

To comply with the graduate student promotion and recruitment efforts, the Office of Graduate Office accepted the invitation of Infotech Aerospace Services facilities located in Isabela, Puerto Rico to participate in an Educational Fair for their employees on Tuesday, April 9, 2008. The Fair was organized by their Human Resources Department, specifically, the Training and Career Development unit. The Vice President of VPO Infotech facilities, Holy Witalis, expressed her interest about the possibility of entering into some kind of an agreement between Infotech and UPRM to provide undergraduate and graduate educational opportunities for their employees. Other institutions that were also present at the fair included the Universidad del Turabo, Interamerican University, Catholic University; and Horizons.

At the Educational Fair, the Infotech employees expressed enthusiasm about the possibility of pursuing a master's degree in the following fields detailed below:

<table>
<thead>
<tr>
<th>Academic Fields</th>
<th>Number of Employees Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering - Master's</td>
<td>9</td>
</tr>
<tr>
<td>Mechanical Engineering - Graduate Professional</td>
<td>6</td>
</tr>
<tr>
<td>Mechanical Engineering - Undergraduate</td>
<td>6</td>
</tr>
<tr>
<td>Civil Engineering - Doctoral Program - Structures</td>
<td>1</td>
</tr>
<tr>
<td>Civil Engineering - Master's</td>
<td>2</td>
</tr>
<tr>
<td>Computing Engineering - Master's - Software, Hardware</td>
<td>6</td>
</tr>
<tr>
<td>Computing Engineering - Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>Scientific Computing - Master's</td>
<td>1</td>
</tr>
<tr>
<td>Electrical Engineering - Master's - DSP, Control, Networking, Electronics</td>
<td>8</td>
</tr>
<tr>
<td>Electrical Engineering - Undergraduate</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Engineering - Undergraduate</td>
<td>1</td>
</tr>
<tr>
<td>Science and Computing Information Engineering - Doctoral Program</td>
<td>3</td>
</tr>
<tr>
<td>Business Administration - Master's - Industrial Management, Human Resources, Finance</td>
<td>24</td>
</tr>
<tr>
<td>Business Administration - Undergraduate - Accounting, Finance</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
</tr>
</tbody>
</table>
Infotech encourages its employees to pursue different kinds of degrees (Bachelor's, Master's, or Doctorate) and Professional Certificate as a career development company benefit to its employees. The organization counts on approximately 700 employees at its Isabela facilities. We received 70 employees at our booth and each one of them was provided with academic counseling and information about graduate studies at UPRM. In terms of limitations, nearly all employees expressed concern about their inability to attend graduate course classes on campus during the day.

The Infotech Aerespace Services Management is eager to talk about career development opportunities for their employees. You may please contact Mayra Garcia, HR Training Business Partner, by e-mail (mayra.garcia@pw.uic.com) to obtain more information and arrange a future meeting with Infotech Management.

Cordially,

Carmen I. Figueroa
Official of Students Affairs
Fellowship Roundtable Agenda
October 12, 2007

National Academies
National Academy of Sciences Main Building
Lecture Room
2101 Constitution Avenue, NW
Washington, DC 20418

8:00 Light Continental Breakfast

8:30 Welcome and Self-Introduction of Roundtable Participants

9:00 Ph.D. Completion Project Update
Kenneth Redd, Director of Research and Policy Analysis, Council of Graduate Schools
Ting Zhang, Research Analyst, Council of Graduate Schools

10:00 A New Source in the Search for Competitive Fellowship Applicants
Josh Christianson, Career Program Manager, POSSE, DC

10:30 Break

10:45 Barriers to Success: Challenges for Students and Faculty Whose First Language is not English
Moderator: Christine O’Brien, Program Officer, The National Academies
Rose Payan, Policy Researcher, Educational Testing Service
Anand Sharma, Director of Graduate Studies, University of Puerto Rico—Mayaguez
Lynne McNamara, Deputy Executive Director, Vietnam Education Foundation
Joan Dassin, Executive Director, Ford Foundation International Fellowships Program
Tammy Langan, Senior Program Officer, Institute of International Education

12:00 Lunch in the National Academies Cafeteria (Self Pay, Cash Only)

1:00 The Keys to Fellowship Success: Overview of AAAS Science & Technology Policy Fellowships Evaluation
Daniel Poux, Associate Director, AAAS Science and Technology Fellowships

2:00 Update on Foreign Fellows, Export Controls, and Deemed Exports
Thomas J. Linney, Consultant

3:00 Closing
BARRIERS TO SUCCESS: What are some of the challenges for students and faculty whose first language is not English?

By

Anand D. Sharma, Ph.D.
Director, Office of Graduate Studies
University of Puerto Rico
Mayaguez, P.R. 00681-9020
sharma@uprm.edu

Fellowship Roundtable, The National Academies
Washington, DC 20418 – October 12, 2007

This question was recently posed to a group of students and faculty as a quick-response question in different group meetings on different days, which includes a graduate class in Civil Engineering, and also internally via email to some professors and staff on our campus. Although the statement above is quite clear, yet, it evoked some confusion simply because here in Puerto Rico, the most prevalent language is Spanish, not English. In other words, a small group responded by interpreting the question within the Puerto Rican context as “What are some of the challenges for students and faculty whose first language is not Spanish – for them to be successful in Puerto Rico?” And sometimes a response appeared evasive, particularly with regard to the use of English in Puerto Rico, because it may perhaps be seen as having political undertones. Some of the verbatim responses received were as follows:

- The answer is simple. These are the same as those for the people from France, Germany, Spain, Italy, Mexico, China, Japan, Brazil, Russia, Egypt, Arabia, Chile, etc.
- Recruiting foreign language speaking professors without a serious understanding or commitment on their behalf to learn Spanish and to teach in Spanish in a certain period of time is a great barrier and an obstacle against Spanish speaking students.
- Usually non-Spanish speakers come from a different culture. This, ideally, should be a good thing so that we can see and appreciate the diversity of the peoples of the world. It can also become a major obstacle, in terms of relating to students, faculty and non-faculty staff............. Faculty meetings and discussions (including email discussions) are usually held in Spanish. Many times students have a hard time following a person speaking English with a strong accent.

However, the majority of the respondents clearly recognize the importance of knowing English well, and how the lack thereof can hold them back. There are many who feel that it is not simply a language issue, but in also being proficient in communication skills, in both English and Spanish. Cited below are some examples, which were edited for brevity
and consistency where it became necessary; however all responses, with the exception of one, were provided in English:

**Individual Comments from Faculty & Staff:**

- Unable to clearly convey complex ideas, mainly related to research and other scholarly subjects. Depending on the individual, a broken English can self-marginalize the student/faculty in a critical discussion of a given subject, for instance in important meetings, in decision-making circumstances, etc. Lack of access to a fair review process, as reviewers (or dissertation committee members) can be less patient with a document with faulty English.

- Writing is a main issue. The problem is so terrible that companies have stated they need to work with speaking and writing. Of course, we try with them but when they come to the institution with limited English, we cannot do miracles!! They are not prepared in Spanish which, if they were, they could transfer the skills, so they have a double whammy with writing English as a second language. *Organizing thoughts in writing* - lack structure, skills; *Finding a thesis* - critical thinking is sometimes not there; *Cultural* - PR beat around the bush, they have long sentences and have too many details, whereas, the US is more concise; *Lack of worldview* - need more current events (they taught this at schools in US); *Lack of reading skills* - students do not read, lack reading culture.

- Language fundamentals are better learned at the elementary level. Our pre-college experience, which is fundamental for future academic and professional development, is far from intensive, competitive and formal. Extreme limitations in secondary education bring extraordinary handicap for the college and post college experiences. Communication skills (written and spoken) either in English or Spanish are not well developed neither by the students nor by some faculty members. The dual language (spanlish) that we use is not bilingualism. That might have something to do with our shortcomings in both languages. Conversational English has not been a priority item in our curricula. Communication skills are much more than know a language. There are people who can really speak...but they cannot listen. Could it be that we are collectively inclined in that direction? This has more to do with attitude, and not necessarily with the language.

- The challenge is that a student may not fully understand a test question, or a video conference, or textbook, and therefore won't do as well academically; although, intellectually has the capability, but it will not show on his/her grades. I've had a few Colombian students with this problem, some have taken conversational seminar in English in the States or here at UPRM, and have improved a lot; others not so much, but it's an opportunity to grow as a professional because they all will eventually benefit from writing/speaking better English.

- I have had to go over the theses of my students (both from Puerto Rico and Colombia) as many as ten times to make grammatical corrections. Last year, I threw away a box of papers, full of corrections to a thesis (this was a Puerto Rican student who obtained her BS at UPRM). Our students have very poor writing skills (both UPRM and foreign students). GRE statistics consistently show low
results. This then makes us less productive in publishing, since we are spending our time on a thesis (that is copyrighted by the student), instead of working on our publications. Henceforth, I will be making only a couple of corrections to a student's thesis as a courtesy. It will be up to them to get help on English corrections as I will not be signing until they are properly written. I think that part of the problem is that they do not value the corrections that I make. I may make a correction, but I will see them continue to make the same error in other chapters of the thesis. Thus, I think that it's important for them to seek help, so they start recognizing the value of written communication.

- I don't know, a lot of students here have Spanish as their first language and they succeed in grad studies. Some of them even venture to write their theses in English to gain the experience and to be able to deliver their product to the broader scientific community. However in the field of proposal submission, I see that faculty that are proficient in English (regardless of it being first or second language) have better success rates than others. The former also tend to submit more proposals/year. In my opinion in terms of proposals, the underlying science is the key but it has to be supported by the proper English writing skills. English speakers have an edge there. Knowing English is certainly a plus and I think that in science it translates to a bit of an advantage. However, in this University with all the pampering given to students, some can even complete a Ph.D. in Science or Engineering without the ability to write a cohesive sentence in either language.

- I believe that the challenges for students (and faculty) whose first language is not English depends on the extent (and quality) of exposure to the English language. My first language is not English, but I have been educated in institutions where the medium of instruction was always English. This has, perhaps, given me the ability to overcome possible barriers that the language might have placed otherwise. As about my experiences with teaching in Mexico and now in Puerto Rico, I find that English does intimidate many students. However, I have found that, often, students are unable to overcome this mental-block to be able to put in the effort to try and work their way through with English. As a graduate student in the United States, I have seen international students from non-English speaking countries struggle with the course work, especially when it comes to writing papers and reading academic articles. I believe that while constantly giving students the opportunity to continue avoiding English (and using the students' first language instead) we might be able to "help" them in the short-term but "cripple" them over the long-term. Since most academic literature is published in the English language, I think it is our responsibility as instructors to facilitate the students getting at ease with English. Finally, I believe that learning a new language might initially seem like a painful task. However, after going through the process, the benefits far outweigh the costs.

- Science (July 6, 2007) recently carried an article about global undergraduate education in STEM. One of the main messages was that it is not possible to have a truly successful career in the sciences and technology without a degree of fluency in English. Many academic programs in Europe and Asia, especially at the graduate level, but also at the undergrad level, are converting to part or all-English (even places as language-proud as France!). Why? Because they
recognize that this is the only way to produce graduates who will be competitive in the real world, whether in the private sector or academia. For better or worse, today's reality is that English is the language of science. China, Korea, Japan and the European countries publish their most prestigious journals in English. I see more resistance to this idea in Latin America. Brazil is perhaps the exception. I know of no international scientific meetings conducted in a language other than English. One cannot interact at an international level without skills in this language. Here at UPRM I feel that we do a huge disservice to our students by not insisting that students develop better reading and SPEAKING skills in English. In my 25+ years of experience in UPRM, I would judge that as few as 30% of our students have reasonable English language skills. At the level of the Office of Graduate Studies we are also at fault. Supposedly there is a requirement for an applicant to have a "working knowledge" of both English and Spanish. But we do NOTHING to assure that those whom we admit in fact have those skills (and believe me, they usually don't). I teach all my courses in Spanish. But every once in a while I will pause and ask the students something in English. It does not matter if I'm with a group of undergrads or graduate students, my finding is that in general, virtually no one would understand me if I were giving my course in English. And now, a number of Colleges are proposing Ph.D. programs. I am familiar with two of these proposals (the Biotechnology and Tropical Agriculture proposals). Neither addresses the issue of the need for graduates of the program to demonstrate English fluency. And these are Ph.D. programs in the SCIENCES! My fear is that we will create Ph.D. programs that are a refuge for those who have weak language skills.

- The students whose first language is not English experience a lot of difficulty in the university because many of the books are in English and many professors speak only English. To understand the material we need to have a dictionary by the side; consequently, we learn the material more slowly and less effectively. Many times students receive bad grades in exams because they are in English. This means that although they may understand the material, the students do not fully understand the concepts in English. And for not knowing English well, the student loses good employment opportunities. On occasions, the treatment is not equal and may even lead to discrimination.

- Most text books are in English so they will need more time to study and be successful. Also they need to practice their English and improve it while they are here and they do not do it. There used to be an English course and I am not sure if there is still one, but they need to improve their talking skills and communications skills. I ask them to do a presentation in English every year in my course, but this is not enough.

**Pooled Response from 26 Students (all translated from Spanish):**

- Difficulty in understanding technical vocabulary in books, and interpreting journal papers and reports written in English; most of the principal technical textbooks are in English; time not adequate to study two languages as too much time is spent on translation; certain terms do not have a direct translation.
• Challenge to understand professors who teach in English; difficulty in communicating with professors of other nationalities if the student does not practice frequently in English; fear of committing excessive errors; many professors on our campus do not speak Spanish; the need to be more attentive so as to not miss the details; the differences in pronunciations between English (which stresses on consonants) and Spanish (which stresses on vowels).

• Language is not an issue. The important thing is to master the language and use it correctly. One can learn many languages, which provides a competitive edge. This world is full of competitions. The more languages I learn, and the more I prepare, the fewer barriers I will encounter. In other places, like in Europe, the students can learn up to four languages. More emphasis should be given to the use of English through basic and advanced courses because of the importance given to English worldwide, not just in academics, but as professionals.

• Difficulty in obtaining good quality graduate programs in Spanish outside of Puerto Rico.

• Difficulty and fear when communicating with outside universities; occasional difficulty in filling out documents; difficulty in obtaining internships in United States.

• The first problem lies with the public education in Puerto Rico which does not provide a good background in English; lack of fluent knowledge of English limits the capacity to express ideas clearly, or what one wants to convey; be able to think simultaneously in both languages for effective communication; the disadvantage of communicating with others whose first language is English, to express the ideas in a logical manner, to be really able to transmit the ideas correctly.

• Exposure to complicated terminologies for a large number of students especially when they have not received good education in English; for many students, access to technology and a database is limited because all instructions are generally in English.

• Difficulty in conducting research and other works for agencies where principally English is utilized; in writing technical papers and research thesis in English.

External Observations:

Some of the matching perspectives on issues of the Puerto Rican educational system were provided by Thomas F. Juliano, ASEE Academic Programs Manager, after his recent visit to Puerto Rico during September 2007:

• Language barrier: Since the official language of PR is Spanish, students may be hesitant to apply for things that require extensive use of the English language.

• Essay writing: One key aspect that seemed to be missing in the PR education system, compared to the states, is that writing is not stressed as much. They are taught to write in a more “flowery” style, so that making concise statements and essays is difficult for them. They are generally not taught how to write for a specific audience, although some have experience with technical writing in the form of a journal paper or undergraduate project thesis. Further, writing centers
to assist them on improving essays are present in some locations, but limited. This difficulty transcended the 'English vs. Spanish' issue and seems like it would persist even if essays were accepted in Spanish.

- **GRE score:** Puerto Rican universities do not require the GRE, although they have a test that is similar in flavor, but specific to PR. Again, because of the language difference, their scores tend to be lower even if they are highly qualified to do graduate research.

- Overall, students are highly familiar with and trained in the research arena. It is rare for an undergraduate student in the sciences to graduate with a BS degree without any hands-on research experience. An average student's technical knowledge and skill set seems to be more intensive than in the states. Their engineering undergraduate degrees require a five-year program.

**Standardized Tests – The GRE:**

At the University of Puerto Rico – Mayagüez Campus, GRE is required for admission in only three doctoral programs; namely, Biology (BIOL), Computer Information Sciences and Engineering (CISE), and Applied Chemistry (QUIIM). Each graduate program uses the GRE scores uniquely. Cited below are responses received from Biology and Chemistry departments.

**Biology:** GRE is one of the few - actually only - "standardized" tools that we have. Of course it is only standard for English speakers. However, we do not require a minimum score, only that the students present the score they got. We need time to evaluate the minimum score needed to be successful in our program. That will require some time for those who presented scores to pass through our system and time for us to evaluate the quality of those who were successful. Language is an issue in that it might limit applications for those students who are not affluent enough to take it, but honestly I don't think it is an onerous request to make of them. I strongly support the continued request of the GRE of our potential graduate students.

This has been a topic of discussion among the graduate committee members several times; we have just recently started to use the GRE. Initially we requested both the subject and the general exam but our applications dropped to 0-1 per semester. Since we have been requiring the general exam the number of applicants has also dropped but we are receiving a good number (~17-20). In the past there were times when we received 40-50 applications per semester. The justification for the exam was to have one requirement that irrespective of where the student came from, the exam was the same. For us it is an additional requirement. We are not requesting a specific score because we want to collect data for five years and link the scores to performance. We went to a talk offered by ETS about the EXADEP Exam (Spanish) and inquired if the GRE and the EXADEP were equivalent exams. We were informed that EXADEP was not intended for science; it was initially put together for law school. In terms of the language, our feeling is that the universal language for science is English, and therefore as scientists, we should be able to take the exam. Since we request the TOEFL, at least for the foreign students, we have a way to identify major problems with the language.
Chemistry: The GRE aptitude test has been required by the Department of Chemistry since January of 2004, when the Ph.D. program was started. The GRE aptitude test is considered in the evaluation of applicants that want to earn MS or Ph.D. degrees, and 15% of the evaluation is based on GRE scores. A minimum of 1.5 is required in the Analytical section of the GRE. The number of applications from international students has decreased from 15 per semester to two per semester as a consequence of this requirement. However, before the GRE test was adopted as a requirement, it was very difficult for the Graduate Committee to compare the records of the 15 applicants and choose among them. The applications that are received now are from very good students that often prepare for the GRE exam by taking additional English courses. The GRE test scores for students from CISE, QUIM and BIOL are as follows:

<table>
<thead>
<tr>
<th></th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal:</td>
<td>210</td>
<td>610</td>
</tr>
<tr>
<td>Quantitative:</td>
<td>200</td>
<td>800</td>
</tr>
<tr>
<td>Analytical:</td>
<td>0</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Michigan Placement Test Results – Dept. of English, Univ. of Puerto Rico, Mayaguez
Pre-Testing and Post-Testing of INGL 3201 (English Composition & Reading) - Spring 2006; INGL 3101 (Basic Course in English) and INGL 3201, INGL 3202 (English Composition & Reading) - Fall 2006
(Extracted from a report by Judy Casey, Ed. D., Assessment Coordinator, Department of English dated December 24, 2006).

The use of the Michigan English Placement Test, a norm-referenced, standardized proficiency test, in one section of INGL 3201 (English Composition & Reading) during Spring 2006 gave useful data to the course committee members and to the Department of English as well. The students were given pre- and post-tests at the start and end of Spring 2006. The Michigan Test provided a measure of external validity for assessment within the Department of English, as it allowed a comparison of UPRM students with their peers in the U.S. who were enrolled in ESL courses at the university level, or who were enrolled in intensive English programs at the university level.

Although the Michigan Test provided external validity to the English Department’s assessment plan, its greater and more immediate use was to inform the Department and all faculty of the need to coordinate and improve teaching and learning in our basic track, with a particular focus on grammar and listening. Speaking and listening cannot be separated, and this aspect of English learning is often ignored by faculty, who feel that students may not be able to access their deeper thoughts unless they use Spanish; thus most classroom discussions in the basic track (to the best of their knowledge) are held in Spanish, with only a writing product required in the English language.
The Director of the Office of Graduate Studies at UPRM acknowledges the input of all the respondents towards this report.
To:
The Members of the Academic Affairs Committee
The Academic Senate
University of Puerto Rico
Mayagüez, P. R. 00681

At the outset, let me begin by expressing my thanks for this opportunity to share my thoughts in person before the Committee members, in the company of Dr. Yuri Rojas, Director of the UPRM Research & Development Center (CID in Spanish) on the proposed subject of merging CID with the UPRM Office of Graduate Studies (OEG in Spanish). While I respectfully acknowledge that my views are based upon my being head of OEG for only 2.5 months and myriad other UPRM experiences prior to this position, they are by no means meant to displace the views of those who may have studied this matter for a longer period, or in greater depth. I have had meetings on different occasions on this matter with Dr. Yuri Rojas, Dr. Marisol Vera and Dr. Mildred Chaparro; and for the record, I would like to state that I have fully read the following documents listed below:

- Propuesta para Reestructurar el Centro de Investigación y Desarrollo y la Oficina de Estudios Graduados para Establecer un Decanato de Investigación y Estudios Graduados en el Recinto Universitario de Mayagüez (José A. Mari Mutti and David Suleiman – September 6, 2006)
- Informe sobre la propuesta para crear un Decanato de Investigación y Estudios Graduados en el RUM (Consejo Graduado – April 18, 2007)
- Borrador por Jaime Seguel (Miembro del Comité de Asuntos Académicos del Senado)

The original proposal:

The proposal as presented cites statistics, goals, analogous cases, mission, vision, and an in-depth administrative organizational structure with budgetary aspects for the two merged units. The written reactions received thereafter from faculty and researchers, in particular from the College of Engineering and the College of Arts & Sciences, at the request of the Graduate Council committee were unanimously critical and opposed to such a merger. All of the reasons presented by the respondents against such a merger had merit; from making the processes more bureaucratic, more expensive, adding personnel, no
reference to accountability, effectiveness or efficiency; and not being based on any assessment results. Dr. Félix Fernández from the Department of Physics wrote a detailed counter-report essentially debating and negating each of those six (6) goals presented in the original report on Page 6. He stated that CID, as it currently stands, does neither investigation nor development. It is being run principally as a caretaker business office, whose operational efficiency is something that needs to be looked into. This view also mirrors the sentiments of many who oppose such a merger. Both offices, OEG and CID, have major roles to play to improve their respective processes. The Office of Graduate Studies is currently studying ways to improve and upgrade its enrollment management process. By proposing to merge CID and OEG without any formal assessment process or evidence-based justification for doing so, and seeking to accomplish the six stated goals at a cost of $100,000 per annum based on conjecture is like putting the cart before the horse.

Putting the horse before the cart:

The (above) draft report by Dr. Jaime Seguel, however, acknowledges the idea of a need for assessing UPRM’s capacity and competence in research and graduate studies by the following statement:

“El Comité reconoce sin embargo, la necesidad de evaluar las capacidades y competencias actuales del RUM en investigación y estudios graduados; y elaborar en base a dicha evaluación una política; un plan de apoyo institucional dotado de recursos y un plan de acción dotado de metas, y proyecciones a corto y mediano plazo y alineado con intereses estratégicos nacionales e internacionales. La creación de una estructura académico administrativa, si así se juzga necesario, debería ser consecuencia y estar justificada principalmente en términos de la implantación, administración y evaluación de este plan.”

Recommendation:

The institutional Office of Continuous Improvement and Assessment (OMCA) should carry out an in-depth assessment study prior to any such merger of OEG and CID. Special attention should be given to the overall effectiveness and process efficiencies, while at the same time looking for innovative ways to reduce costs, both administrative and personnel. This is especially critical when the UPRM budget is a major determining factor every year.

Sincerely,

Anand D. Sharma, Ph.D.
Director
Office of Graduate Studies
The Puerto Rican Recruitment Initiative for Scholars in Math and Science
PRRISMS

LOCATION: Universidad de Puerto Rico Recinto de Mayaguez, Puerto Rico
UPRM
Edificio Monzón, segundo piso

April 28, 2008

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Presents

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1. Description of the UPRM
The University of Puerto Rico, Mayaguez Campus is a public higher education institution that is part of the University of Puerto Rico System (11 Campuses). The Campus is comprised of 243 acres and 243 buildings. Located in the city of Mayagüez, the city of Mayaguez is the largest town on the west coast of the island. About two and one-half hours away from San Juan, it has a population of 15,000 that includes students (~ 12,000), faculty and administrative employees. The campus offers 37 Graduate Programs (5 doctoral programs). The doctoral programs are, Computer and Information Sciences and Engineering, Chemical Engineering, Civil Engineering, Chemistry (92), and Marine Sciences (54)

2. Discussion points
- Doctoral students recruitment possibilities in CIS & Chemistry.
- Faculty exchange possibilities in Math & Science.
- Sabbatical replacement opportunities for 1 or 2 semesters
- Hire existing University faculty to fill temp positions through an established outsourcing agreement
- Best times to visit: last week in September (officials & leaders, students & faculty), third visit in November (interviews).
- The importance of having a good response to our visit from the officials, leaders, faculty and students through our meetings and activities.
- Language- English
- Job Fair (Sept. 26 & 27) Possible participation at the Fair with the opportunity to open the Fair to other PH.D students from other Universities for the first time.

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11/06/2008
3. Concerns

4. Opportunities/Suggestions
   - Possible Central Administration involvement in Faculty exchange initiatives and the creation of a consortium between the University campuses.
   - Extend invitations to the Job Fair to PH.D. Students from Mayaguez and other Universities for the first time.

5. Follow up/ or items to clarify
   - Pre-Agreements could be emailed or mailed ahead of time.

6. Other