



College of Business Administration

Strategic Plan

2022-2025



INTRODUCTION

The College of Business Administration at the University of Puerto Rico in San Juan (FAE, by its Spanish acronym) is the leading business school in the island. Exceptional scholars, educators, and practicing business professionals comprise FAE's faculty. Our faculty has developed areas of teaching and research excellence in accounting, finance, marketing, management, innovation and entrepreneurship, management information systems, among others. Our faculty and staff contribute to the development, effectiveness, and innovation of our programs. This document outlines our strategic initiatives, goals, objectives, tactics, and measures of success and constitutes FAE's Strategic Plan. Much of what is included herein conveys what is generally called "work in progress," because it is through a continuous improvement process that problems are identified and addressed to improve our future performance.

Vision: To excel as a business and entrepreneurship school recognized for its educational and research programs at the service of Puerto Rico, the Caribbean, and the Americas.
Approved on November 12, 2021

Mission: Develop professionals with leadership skills through academic experiences and research initiatives to serve ethically and inclusively in the business and communal environment.

To meet these institutional goals, the FAE intends to:

- *Enable the academic community with specialized and general skills in business and entrepreneurship to contribute towards solving the challenges faced in Puerto Rico and in the dynamic and globalized world.*
- *Strengthen diversity, equity, inclusiveness, ethics, and social responsibility in a human and business environment bearing social wellbeing.*
- *Foster academic research contributing to knowledge on business administration and entrepreneurship.*
- *Develop professionals capable of leading organizations and academics who create and disseminate knowledge on the different disciplines comprising the School of Business Administration.*
- *Promote interdependence among academia, business, and society, to address the challenges of Puerto Rico's economic development through innovation, in the context of the Americas.*

FAE's Core Values





Commitment: We value loyalty, dedication, and perseverance in the pursuit of dignified goals and objectives.

Cooperation: We value our relationships with the private sector community, government, and the social sector. We are committed to meeting the expectations of our students, alumni, advisors, supporters, and all stakeholders in general, both within and outside the classroom.

Academic Excellence: We believe in providing the preeminent business educational experience in Puerto Rico, and in the student’s integral development from its recruitment to graduation and beyond.

Integrity: We value correctness and verticality. We encourage the adoption of business policies that are socially responsible and that encourage ethical behavior of managers.

Transparency: We believe in honesty and disclosure. We have nothing to hide.

Inclusiveness: We promote diversity, foster community involvement while educating conscious citizens fully integrated in the society in which they live and work.

Respect: We respect individual liberty, value tolerance, promote the free expression of ideas, with the hope they serve as catalysts for positive change in Puerto Rico and beyond.

Responsibility: We always try to do our best. We accept, however, that human actions are imperfect. We will correct any failures that knock at our door.

FAE's Risk Analysis

	Risk Description	Likelihood of Risk Occurring	Impact If the Risk Occurred^(a)	Severity^(b)
1	State cuts in funding for the University of Puerto Rico results in less resources and funding for FAE.	HIGH	High	High
2	Tuition increases make it harder for some students to enroll and graduate. Rising tuition threatens affordability and access, leaving many students unable to afford college.	High	HIGH	Medium
3	Changing demographics in the island result in fewer future high school graduates and fewer entering freshmen.	High	Low	High
4	Insufficient faculty resources due to (a) retiring faculty (b) university funding few replacement positions (c)	High	High	High
5	Insufficient professional staff due to (a) retiring staff and (b) university not funding permanent replacement positions. This leads to overburdened staff in terms of scope of responsibilities and workload.	High	Medium	High
6	Lower publication output (as a whole) due to various factors including overworked faculty with fewer colleagues to share responsibilities, unmotivated faculty, and lack of incentives for tenured faculty.	HIGH	MEDIUM	High
7	Slower curriculum development, innovation and reform compared to other schools in Puerto Rico.	Low	High	Medium
8	Lack of organized and effective strategies to improve FAE's visibility outside the Campus including FAE's social media presence.	Medium	Medium	High
9	Outdated and complicated bureaucracy.	High	High	High
10	Insufficient resources to buy, maintain and repair classrooms and offices equipment including air conditioning (ventilation system), computer projection and communication equipment. This leads to an unbearable classroom, office environment and undependable classroom equipment.	High	High	High

a. Impact is a measure of the loss of value to the students. Education is intended to provide value to students; incidents diminish that value. Impact tells us by how much.

b. Severity measures the effort and expense required by the school to manage and resolve an event or incident based on likelihood and impact.

The Pillars of FAE's Mission

FAE's commitment is the continuous progress in four strategic initiatives that secure our five mission pillars.



The following strategic initiatives, goals and objectives were submitted by the Strategic Plan Committee on March 25, 2022.

The Accreditation Committee revised them and worked on the tactics and measures of success during April and May of 2022.

STRATEGIC INITIATIVE 1			KPI
Transform undergraduate degree offering with innovative, high quality, distance learning programs.			# of new distance learning programs
Goal	Objective	Tactics	Measure of Success (PI = performance indicator)
GOAL 1 - Implement new programs that enhance FAE's brand and funding.	O1. Develop a fully online BBA program.	T1. Research market needs to create new programs. T2. Adopt an evidence-based focus for the development of online learning products. T3. Release time to develop proposal for the online BBA. T4. Integrate the discussion of differentiating features. T5. Focus the faculty continuous education efforts in online education development.	PI: Research Market Study and Proposal Target: Research market study before end of AY 23-24 Proposal before the end of AY 24-25
	O2. Design and develop programs that allow interdisciplinary and other combinations.	T1. Research market needs to create new programs. T2. Adopt an evidence-based focus for the development of online learning products. T3. Release time to develop proposal for the online BBA. T4. Take advantage of the existing administrative and financial structure (Decep, for example) to sustain and develop new offerings and initiatives in various modalities. T5. Integrate the discussion of differentiating features.	PI: Research Market Study and Proposal Target: Research market study before end of AY 23-24 Proposal before the end of AY 24-25
GOAL 2 - Increase the student base for recruitment.	O1. Target nontraditional student prospects ⁱ .	T1. Develop a college-led marketing plan for recruitment.	PI: Total new nontraditional students Target: 25
	O2. Offer innovative and relevant programs in multiple modalities.	T2. Develop community, local, national, and international activities.	
		T3. Participate in activities sponsored by kindred organizations aiming to promote community engagement.	

STRATEGIC INITIATIVE 2 (antes 3)			KPI
Maintain and strengthen a continuously revised curricula embedded with the awareness, knowledge, impact, and benefits of embracing technological agility, diversity, inclusiveness, equality, and ethics.			% of learning objectives achieved
Goal	Objective	Tactics	Measure of Success (PI = performance indicator)
GOAL 1 – Innovate current undergraduate and graduate programs	O1. Design and develop programs that allow interdisciplinary, other combinations and other modalities.	T1. T1. Research market needs to create new programs or offer new combinations. T2. Integrate the discussion of differentiating features. T3. Explore the possibility of offering an undergraduate or graduate cohort in English as a pilot program.	PI: Number of new programs or innovations Target: At least 1 before the end of AY 24-25
GOAL 2 - Provide a relevant, and proactive curricula.	O1. Continue revising and improving courses and programs based on assessment results and stakeholder's input.	T1. Maintain course coordinators structure for undergraduate core courses. T2. Maintain AOL coordinators for undergraduate and graduate courses. T3. Gather feedback from employers, business leaders and alumni about the competencies that our graduates need.	PI: Number of coordinated/revised courses. Target: All courses revised during the assessment cycle.
	O2. Foster and develop an active learning methodology (firsthand experience activities) to maximize the learner's experience. <i>(For example, project based learning and experiential learning such as applied research project, campus entrepreneurship - incubators, case studies, field experience, consulting experience, industry/community research projects, and interactive simulations, industry-driven immersion courses, simulations, internships, and COOPs)</i>	T1. Workshop and presentations about active learning methodology. T2. Department chairs collect data at beginning of semester	PI: % of courses that include active learning projects or activities Target: At least 50% undergraduate courses and 100% graduate courses. PI: Number of students that participate in internships or COOPs Target: At least 200 students per academic year.
	O3. Strengthen the concepts of diversity, inclusiveness, equity, global mindset, and ethics across the curricula and school culture.	T1. Develop constructs definitions and revise rubrics for measurement. T2. Develop a Micro Plan for DEI	PI: Number of undergraduate and graduate courses that discuss these concepts. Target: at least 50% undergraduate and graduate business courses cover some or all these concepts.
	O4. Continuously improve students' technological skills.	T1. Inventory of courses that include selected skills	PI: Number of courses including technological skills development. Target: At least 50% undergraduate and graduate courses.

STRATEGIC INITIATIVE 3			KPI
Complement UPR's student recruitment and retention strategies focusing on emergent communications media to increase enrollments and additional funds			Increase in # of new students enrolled
GOAL 1 - Develop a college led marketing program to recruit and attract new and higher number of students.	O1. Create a new recruitment team to develop and operationalize an effective recruitment plan.	T1. Hire at least one person to develop a recruitment strategy for the graduate programs. Fund the position with money from the iMBA. T2. Work FAE's communications strategy with AMA.	PI: Recruitment team Target: before AY 2023-24 PI: Recruitment Plans Target: before AY 2023-24
	O2. Partnership with local high schools to attract prospective students.	T1. Implement tours, school visits, bootcamps, competitions or summer programs targeted at high school students.	PI: # of tours or activities Target: Minimum of 1 per semester
	O3. Increase marketing efforts to other markets including U.S., Caribbean, and Latin America.	T1. Strengthen relationships with other Latin American universities and associations. T2. Start outreach in Puerto Rican Communities in USA.	PI: Number of markets Target: at least one market
	O4. Provide students' services to accommodate their specific needs and expectations, while strengthening the service culture.	T1. Implement an evaluation form to be filled voluntarily whenever a student or individual visit a school office	PI: Net Promoter Score Target: 30%
GOAL 2 - Expand FAE's upskill and continuing education programs.	O1. Develop new relevant upskill certificates (for example BofA Certificate).	T1. Research market needs, trends, industry, opportunities for existing programs to bridge or expand into new areas.	PI: Number of new offerings Target: At least 1
	O2. Establish business alliances with governmental and non-governmental organizations to provide continuing education, consulting, recruiting and other required services.	T1. Dean, Graduate School Director, departmental chairs, and Enlace's Director contact potential allies and start discussions with HR department and top management. T2. Take advantage of the existing administrative and financial structure (Decep, for example) to sustain and develop new offerings and initiatives in various modalities.	PI: Number of new alliances Target: At least 1

STRATEGIC INITIATIVE 4			KPI
Proactively manage staffing efforts (plans) to maintain qualified professors, as well as the required professional staff to successfully achieve our Mission.			% of qualified professors
Goal	Objective	Tactics	Measure of Success (PI = performance indicator)
GOAL 1 - Ensure professors sufficiency and qualifications to guarantee continuity in the teaching and research resources.	O1. Maintain a long-term staffing plan	T1. Include in budget proposal request for faculty positions. T2. Track near-term retirements to determine future needs. T3. Hire faculty from the UPR system whenever possible.	PI: Plan: yes or No Target: Completed by January 2023
	O2. Provide faculty development opportunities for maintaining currency and continuous improvement.	T1. Provide travel funds.	PI: Number of scholarly activities attended by faculty. Target: An average of 3 per faculty for the 3-year period.
GOAL 2 - Ensure professional staff sufficiency to guarantee high-quality support for faculty and learners as appropriate.	O1. Maintain a long-term staffing plan	T1. Include in budget proposal request for staff positions. T2. Track near-term retirements to determine future needs. T3. Call for positions.	PI: Plan: yes or No Target: Completed by January 2023
	O2. Provide support staff development opportunities for maintaining currency and continuous improvement.	T1. Time is provided to to attend trainings, workshops, etc.	PI: Number of activities attended by support staff. Target: average 3 per year per staff member.

STRATEGIC INITIATIVE 5			KPI
Encourage and support research activities to develop a diversified portfolio of intellectual contributions in disciplined based, applied/integrative, and pedagogical (teaching and learning) scholarship published in high impact journals			% of intellectual contributions aligned with the school's mission
Goal	Objective	Tactics	Measure of Success (PI = performance indicator)
GOAL 1 – Increase FAE's publications in highly qualified journals.	O1. Support faculty in furthering their research agenda by promoting and incentivizing meaningful research.	T1. Continue with the Research Award T2. Provide Travel funds. T3. Provide Release time. T4. Provide research assistance (example: PEAf, voluntary student assistants)	PI: funds invested in released time, PII, research assistance, travel funds, etc. Target: at least \$500,000 PI: Increase in the number of publications in highly qualified journals or number of professors that publish in highly qualified journals Target: 30% increase compared with last CIR
	O2. Coordinate internal and external strategies to attract external funds.	T1. Continue to collect iMBA tuition through DECEP. T4. Job Fair and other activities organized by ENLACE. T3. Fundraising campaign organized by the Advisory Board T4. Faculty efforts to obtain external funds from companies or proposals.	PI: Number of initiatives, Total funds generated in addition to FAE's budget Target: At least one initiative or activity per academic year, 60% of iMBA net revenues, at least \$30,000 generated by Enlace.
GOAL 2 - Create a research culture among undergraduate students through experiential learning activities and other initiatives.	O1. Strengthen and develop research projects and activities across the undergraduate curricula.	T1. Coordinate with department chairs the assessment of the courses and syllabus.	PI: # of undergraduate courses with research projects Target: At least one course per program of study (concentration)
	O2. Document in the syllabi the required research experience in all disciplines.	T1. Department chairs collect data at beginning of semester	PI: number of undergraduate courses (syllabus) with experiential learning activities. Target: At least 10% of the courses.
	O3. Provide opportunities to display (disclose or divulge) students' research	T1. Coordinate with course coordinators, professors, library, etc.	PI: number of activities Target: at least one per semester

	projects and its impact ¹ .		
GOAL 3 – Build up FAE’s scholarship and research impact.	O1. Encourage and incentivize research alignment with the school’s mission.	T1. Promote Mission’s areas among faculty. <i>These appears in Sedona as Mission Codes.</i>	PI: Number of research projects around mission topics Target: 90% of all PRJA publications are aligned with FAE’s mission, 80% of FAE’s IC are aligned with FAE’s mission.
	O2. Encourage among professors and students’ community involvement through research and consulting activities.	T1. Establish alliances with businesses, non-for-profit organizations, Paralell18, Colmena, Fideicomiso, IRS (VITA tax program), among others, to provide consulting for new ventures in Puerto Rico T2: Involve CICIA office in the development of research and consulting services.	PI: Number of research projects and other activities Target: At least 1 per semester
	O3. Create liaisons with governmental entities nonprofit organizations for research opportunities	T1. The Dean, Graduate School Director, departmental chairs, and Enlace’s Director contact potential allies. T2. Ofrecer un certificado de voluntariado	PI: Number of liaisons Target: At least 1 per strategic planning cycle.

¹ The National Center for Education Statistics (NCES) defines a nontraditional college student using three main criteria:

- Enrollment Patterns:** Students who enroll one or more years after graduating high school or attend college on a part-time basis are considered nontraditional by NCES.
- Financial and Family Status:** Traits relating to family and money that NCES considers nontraditional include having one or more dependent children, being a single parent, working a full-time job while in school, and being financially independent.
- High School Graduation Status:** Students who received a GED certificate or other high school equivalency diploma instead of a regular high school diploma are considered nontraditional by NCES.

Even with the NCES guidelines above, many schools have their own definition of nontraditional student. Here are some examples of these alternative nontraditional student definitions:

- Commute Time: Students who commute a certain distance to campus, such as more than 10 miles.
- Living Situation: Students who do not live on campus or near campus.
- Age: Students who start college at age 25 or older

¹ Except research projects with Confidentiality and Non-disclosure Agreements.



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- College Experience: Those who attended to college previously but did not complete their degree.
 - Family History: First-generation college students are sometimes considered nontraditional.
 - Income: Students who make or whose families make under a certain amount of money each year
 - The Average GPA in High School is 2.00 or higher and the student did not have standardized test scores (UPR Admission Process 2023 - Pilot Plan, 11/7/2022, Slide 3).
 - Students with unique talents or abilities, students who participate in the University Articulation Program (Dual Enrollment), adult population, students from specialized schools, students from marginalized communities or scarce economic resources, international students, and homeschoolers (UPR Admission Process 2023 - Pilot Plan, 11/7/2022, Slide 3).

Usually, meeting at least one of the above criteria is enough to classify a student as nontraditional.