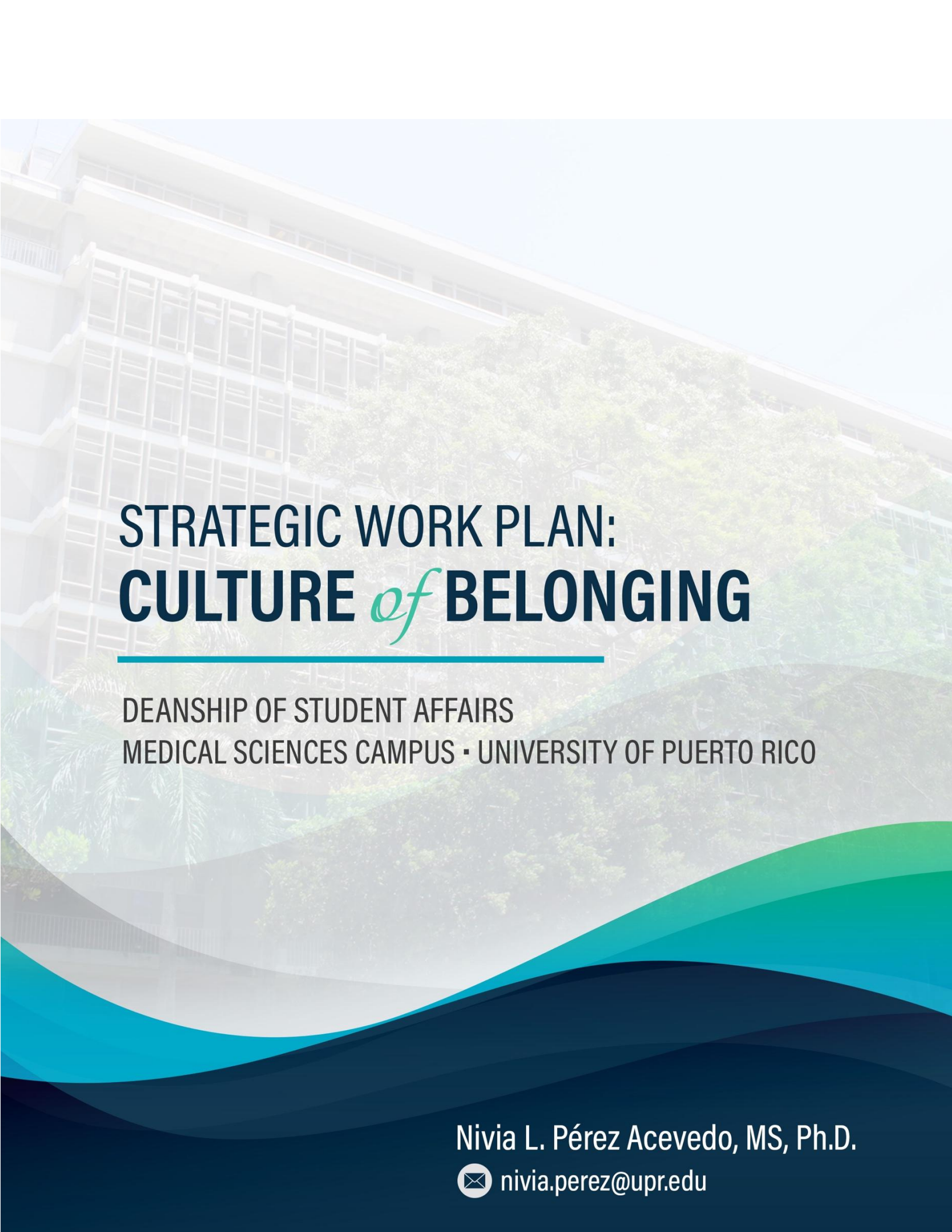




STRATEGIC WORK PLAN: **CULTURE** *of* **BELONGING**

DEANSHIP OF STUDENT AFFAIRS
MEDICAL SCIENCES CAMPUS • UNIVERSITY OF PUERTO RICO

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i. Dr. Juan Carlos Jorge	
ii. Dr. Jennifer Barreto-Estrada	
iii. Dr. María I. De Jesús Burgos	
iv. Dr. Coriness Piñeyro Ruiz	
v. Dr. Melween I. Martínez Rodríguez	
vi. Dr. Demetrio Sierra Mercado	
vii. Prof. Ángeles Martínez	
viii. Dr. Abel Baerga	
ix. Dr. Sacha Rivera Sarate	
x. Dr. Yailís M. González Medina	

Introduction

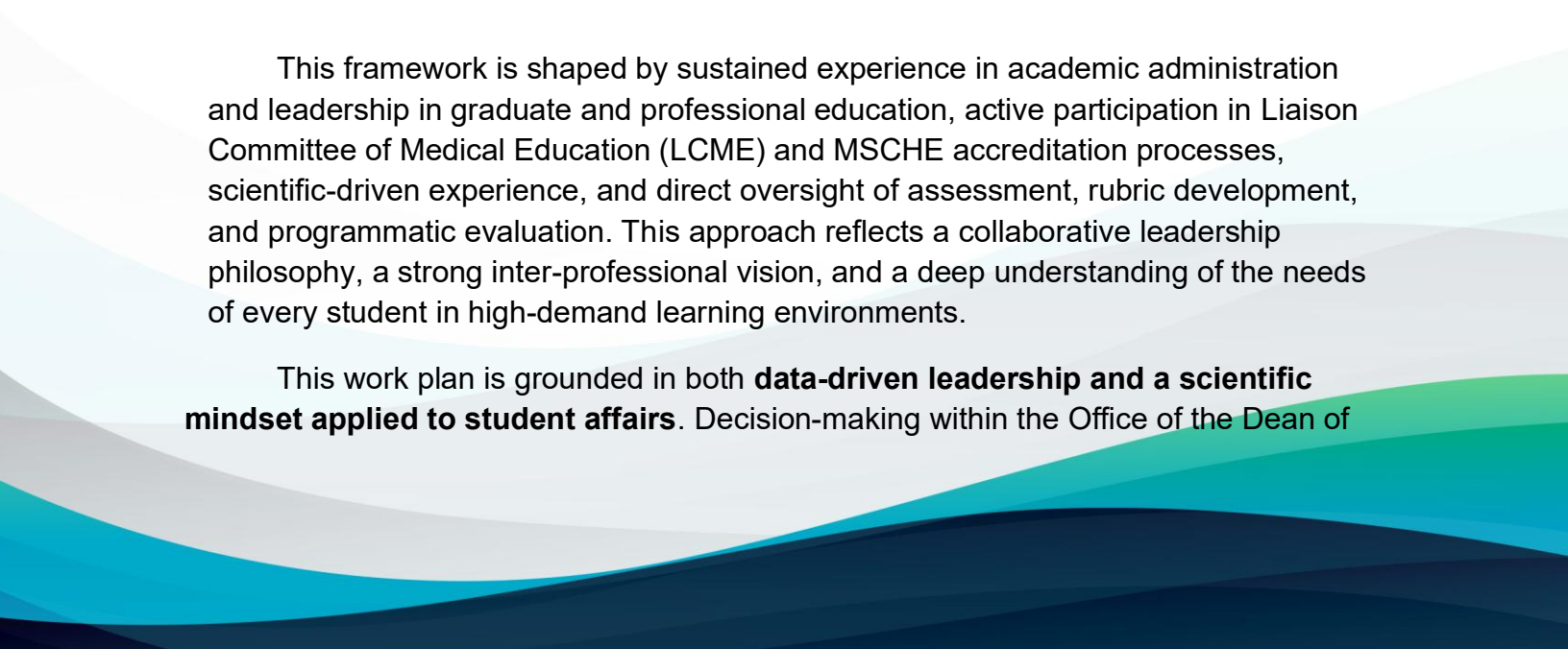
The University of Puerto Rico Medical Sciences Campus (UPR-MSc) currently benefits from an established General Student Council, as well as school-based student councils and student associations that actively represent the student body. This work plan builds upon these existing and valued governance structures, recognizing their critical role in institutional dialogue, advocacy, and shared governance. Students are the center of every educational institution and must be our ally in proposals and work to meet the needs according to their qualifications and experiences.

This strategic work plan for the Office of the Dean of Student Affairs is based on more than two decades worth of institutional academic knowledge and institutional leadership within the academic health sciences campus. This includes senior administrative experience, course leadership, accreditation engagement, and the design and assessment of student-centered programs. This plan is fully aligned with the MSC Strategic Plan 2024–2029 and the accreditation standards of the Middle States Commission on Higher Education (MSCHE).

Vision	Mission	Values
To promote the success of every student through uncompromising academic excellence and a sense of belonging while providing excellent student-centered services.	To offer services grounded in ethics and institutional values to help cultivate and promote the success and well-being of every student.	• Student-centered Excellence • Ethical and Transparent Governance • Inclusive and Respectful Campus Climate • Professional Development and Wellbeing • Social Responsibility and Community Engagement • Team-work and Unity of Purpose

This framework is shaped by sustained experience in academic administration and leadership in graduate and professional education, active participation in Liaison Committee of Medical Education (LCME) and MSCHE accreditation processes, scientific-driven experience, and direct oversight of assessment, rubric development, and programmatic evaluation. This approach reflects a collaborative leadership philosophy, a strong inter-professional vision, and a deep understanding of the needs of every student in high-demand learning environments.

This work plan is grounded in both **data-driven leadership and a scientific mindset applied to student affairs**. Decision-making within the Office of the Dean of



Students will be guided by evidence, measurable outcomes, and systematic analysis. Consistent with scientific inquiry, student affairs initiatives will be treated as **dynamic interventions**—piloted, assessed, refined, or discontinued based on data.

A central goal of this work plan is to intentionally cultivate a culture of belonging within the inherently rigorous context of health professions education. Evidence demonstrates that belonging, trust, and visibility of support systems are critical determinants of persistence, well-being, and academic success. Student Affairs will therefore, integrate belonging as a cross-cutting outcome across all initiatives, policies, and assessment cycles.

The commitment to fostering a culture of belonging in rigorous academic environments will be operationalized through data-informed strategies. Sense of belonging, engagement, and well-being will be measured using validated instruments, disaggregated analyses, and longitudinal tracking. These data will inform targeted interventions, resource allocation, and policy refinement, ensuring that belonging is not aspirational, but measurable and actionable. As a relevant issue, we will emphasize student needs in emotional, social and health terms. The social determinants of health affect our students and their families, and it is important that the student's affairs dean's office is attentive and initiate-taking in services and support to our students. Achieving their educational goals in an environment of belonging, support and knowing that the institution offers them its helping hand should be a pillar of our work.

Resource allocation decisions will follow an evidence-based framework aligned with institutional priorities and student success outcomes. Investments in student support services, wellness initiatives, and data infrastructure will be evaluated through return-on-investment analyses and outcome metrics. This scientific, data-driven approach demonstrates responsible stewardship of public funds and reinforces institutional credibility with accrediting bodies and the broader community. We will seek to diversify the financial support of the deanery through proposals and alliances with non-profit organizations, alumni organizations, and the community in general.

The Deanship of Students Affairs proposes to strengthen and systematize this already existing dialogue by establishing regular, structured, and transparent communication mechanisms with the General Student Council and other recognized student leadership bodies. The goal is not to create new representative structures, but to ensure consistency, continuity, and documented follow-up in how student perspectives inform decisions related to student life, well-being, services, and institutional policies.

Executive Summary

This Strategic Action Plan is fully aligned with the University of Puerto Rico Medical Sciences Campus (MSC) Strategic Plan 2024–2029 and with Middle States Commission on Higher Education (MSCHE) Standards II, IV, V, and VI related to students. The plan advances a comprehensive, student-centered framework that integrates academic excellence, collaboration, student success, wellness, and ethical governance through clearly defined objectives, measurable outcomes, and continuous quality improvement processes.

Grounded in a deep commitment to education, equity, and student well-being, this plan reflects leadership that is informed by lived experience, sustained professional preparation, and meaningful engagement with students over time. As a product of Puerto Rico's public education system, I have a strong sense of social responsibility and reciprocity, translating years of scientific, educational, and administrative experience into policies and practices that prioritize fairness, access, and excellence.

Overall, the plan positions Student Affairs as a strategic partner in institutional effectiveness, student success, and community engagement, reinforcing the MSC's mission to educate health professionals who are competent, ethical, and committed to the well-being of Puerto Rico and beyond.



Strategic Action Plan

Strategic Priorities	Action Plan	Key Metrics and Indicators
Excellence Key outcomes: MSC Strategic Plan University Community Well-Being and Social Engagement, MSCHE Alignment Standard II (Ethics and Integrity) Standard IV (Support of the Student Experience) Standard V (Educational Effectiveness Assessment) Standard VI (Planning, Resources, and Institutional Improvement)	- Effectively communicate the role and responsibilities the Deanship of Student Affairs to better awareness of the programs support and services the deanship provides. - Evaluate programs and initiatives for impact and outcomes. - Foster a culture of development, mentorship and learning for staff and students, alike. - Implement continuous quality improvement (CQI) by conducting evaluations and assessments of student and professors' performance.	- Percentage increase in student awareness of Deanship services, (annual surveys). - Attendance rates at Student Affairs– sponsored orientations, workshops, and informational sessions. - Percentage of Student Affairs programs with clearly defined learning or support outcomes and documented assessment plans. - Number and percentage of staff participating in professional development, leadership training, or mentorship initiatives (biannually). - Student participation rates in mentorship, advising, or leadership development programs (annually). - Number of documented improvement actions.

	• Anticipate student needs and recommend the infrastructure, resources and support needed to foster an environment where the students can thrive. • Introduce a newsletter entitled “Student Affairs Impact” which will have programing, important dates and opportunities for collaborations. • Improve the Deanship of Student Affairs webpage with the current generation as the primary audience in mind.	• Needs assessments surveys every 2-3 years. The results will inform recommendations. • Newsletter publication frequency and adherence to an editorial calendar. • Number of cross-school collaborations, initiatives, or events highlighted per issue. • User satisfaction with website navigation by using user surveys (annually).
Team-work and Unity of Purpose Key outcomes: MSC Strategic Plan objectives student success, collaboration, assessment, and institutional effectiveness. MSCHE Standards II, IV, V, and VI.	• Identify and break down communication gaps in order to improve collaboration among our six Schools and Campus teammates, thereby fostering a culture of belonging among future health professionals. • Empower students to make sound decisions and equip them with the competencies needed to thrive professionally, academically and as part of a team. • Determine established frameworks and practices to identify a successful educational approach for students, and	• Change in student-reported sense of belonging and perceived inter-school communication effectiveness, measured through an annual climate or engagement survey. • Number of cross-school initiatives, programs, or events (annually). • Percentage of students participating in advising, mentoring, leadership, or skill-building programs. • Percentage of Student Affairs programs aligned with identified educational or

	continuously review these programs and practices to promote self-discipline and the skills needed to build a selfless culture that will contribute to a collaborative and a unified team framework. • Embrace collaboration, engage and leverage technological solutions to track and effectively share student performance information in order to provide evidence-based professional contribution to the MSC community, country and the community writ-large.	professional development frameworks. • Collaborate with the Deanship of Academic Affairs and other relevant units to use existing technological tools to review and share aggregated student performance information in support of evidence-based decision-making and student success
Student Success Key outcomes: MSC Strategic Plan University Community Well-Being and Social Engagement, while also supporting institutional priorities related to academic excellence and fiscal sustainability, and MSCHE Standards IV, V, and VI.	• Establish a regular meeting with the General Student Council to discuss and document any strength and areas of improvement in student services in our long-lasting partnership following a CQI process. Implement a student-led best practices model. • Retain students by engaging in a holistic learning process that includes, but is not limited to a successful student recruitment program, production of professional leaders, and civic-professionally engaged alumni. • Focus students on academic and co-curricular activities that include a sense of belonging initiatives, as well as value support to the MSC and the community.	• Number of documented meetings per year with the General Student Council, including recorded strengths, areas for improvement, and follow-up actions (annually that includes: meeting minutes, CQI documentation). • Student retention rate in collaboration with the Deanship of Academic Affairs and other relevant units (annually). • Percentage of students participating in academic and/or co-curricular activities related to belonging, service or institutional engagement (annually).

	• Invest in high quality service providers and support programs to ensure cutting-edge programs and operations that include the latest technology and learning methods. • Implement parent/family engagement initiatives to support recruitment, student transition and alumni retention. • Advocate for the best plausible scenarios on financing health sciences education. • Monitor the labor market trends, employment, graduate job placement outcomes, and financial indicators related to student employability in order to inform institutional strategies that support success.	• Annual review of student support services documenting quality, utilization, and improvement actions (annually). • Number of parent/family engagement activities implemented annually (e.g., orientations, communications, events). Event logs, communication records (annually). • Employment outcomes and labor market data used to inform institutional planning or student advising (annually).
Student Wellness Key outcomes: MSC Strategic Plan: University Community Well-Being and Social Engagement, while also supporting institutional priorities related to academic excellence and fiscal sustainability. MSCHE Standards: IV (Student Experience) and VI (Planning and Resources).	• Foster a community of well-being inspired by sound mentorship, support, collaboration and team-work. • Develop activities that will foster student engagement. • Provide wellness activities and cultivate a life-long culture of collaboration and nurture the skills necessary for students to be well-balanced and inspired by the greater good. • Provide accessible mental health counseling and psychological services.	• Student-reported sense of well-being and peer support (annual survey). • Percentage of students participating in Student Affairs–sponsored engagement activities • Number of wellness and collaboration-focused activities offered with documented student participation (annually). • Utilization rate of counseling and psychological services (annually).

	• Maintain programs focused on stress management, coping skills, and sound decision making. • Provide timely, confidential, and culturally responsive counseling services, including crisis intervention, referral systems, and preventative mental health programming. • Offer ongoing wellness education embedded across the student experience, emphasizing self-care, emotional regulation, and help-seeking behaviors aligned with professional responsibilities. • Establish coordinated wellness resources that address physical, emotional, social, and financial well-being, reducing barriers that may negatively impact the students' academic success.	• Number of students participating (annually). • Percentage of counseling appointments provided within established response-time standards. • Number of wellness education initiatives integrated into orientations, courses, or co-curricular programs. • Inventory and review of coordinated wellness resources with documented referrals or usage (annually).
Advertising Key outcomes: MSC Strategic Plan: Academic Excellence and Innovation, Infrastructure & Administrative Efficiency and Community Engagement. MSCHE Standards: IV (Student Experience) and VI (Planning and Resources).	• Enhance our website navigation and search functionality to better support prospective students seeking program-specific information, to support enrollment growth and maximize the impact of existing promotional efforts. Implement the use of chat bots to answer questions and offer information of our services and academic offer. • Promote programs through virtual open houses, information sessions, and faculty-led webinars, reducing geographic barriers and increasing access	• Increase in prospective-student engagement with program webpages (page views, inquiries, chatbot interactions, (annually). • Number of prospective students attending virtual recruitment events (annually).

	for working professionals and out-of-area applicants. • Advertise programs using testimonials from alumni and healthcare employers that validate program quality, workforce relevance, and professional readiness of graduates. • Use short-form videos, student stories, faculty research highlights, and clinical training spotlights across social media and email campaigns to build credibility and sustained interest. • Advertise programs by emphasizing service, community impact, and alignment with public health and healthcare workforce needs to attract mission-oriented applicants. • Seek to have memorandum of agreements (MOAs) with radio, TV, and social media to present our academic programs annually. • Targeted outreach and orientation initiatives with secondary schools and higher education institutions (UPR and private), measured by participation levels and prospective student engagement.	• Number of recruitment materials featuring alumni or employer testimonials produced (annually). • Number of digital recruitment campaigns launched annually using multimedia content (annually). • Number of recruitment messages or materials explicitly referencing service, community impact, or workforce alignment. • Number of active media agreements promoting academic programs (annually). • Number of prospective students reached through outreach activities (annually).
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	• Improve institution-wide “open house” programming showcasing the six MSC Schools, with participant data used to inform and strengthen recruitment strategies.	• Number of participants attending MSC open house events (annually).

Use of Digital Support Tools

In the preparation of this Strategic Action Plan, digital tools, including artificial intelligence–assisted technologies, were used selectively to support organization and clarity. All strategic priorities, analyses, interpretations, and conclusions are the sole responsibility of the author and are grounded in professional experience, administrative preparation, and sustained engagement with students and institutional leadership. The use of such tools was guided by principles of ethical responsibility, academic integrity, and transparency.



APPENDICES

**UNIVERSITY OF PUERTO RICO
MEDICAL SCIENCES CAMPUS**

SCHOOL OF MEDICINE

DEPARTMENT OF ANATOMY AND NEUROBIOLOGY

CURRICULUM VITAE



NOTE: TO BE SUBMITTED TYPEWRITTEN

NAME: Nivia L. Pérez Acevedo, M.S., Ph.D.	
OFFICE ADDRESS: Department of Anatomy and Neurobiology 556	HOME ADDRESS:
EMAIL (UPR):	TELEPHONE (mobile):
EMAIL (other):	TELEPHONE (office): 758-2525

EDUCATION AND DEGREES (Chronological order)

COLLEGE OR UNIVERSITY	DEGREE	YEAR OF GRADUATION
1. University of Puerto Rico, Río Piedras	BS	1992
2. University of Puerto Rico, Río Piedras	MS	1996
3. University of Puerto Rico, Río Piedras (InterCampus Program UPR-MSc)	PhD	2001

GRADUATE TRAINING (NAME OF INSTITUTION)	DEGREE	SPECIALTY	YEAR OF GRADUATION
1. University of Puerto Rico, Río Piedras	MS	Biology- Neurobiology	1996
2. University of Puerto Rico, Río Piedras	PhD	Biology- Neurobiology	2001

INTERNSHIP - IF APPLIES (Institutions and dates)

INSTITUTION	DATE
1. N/A	
2.	
3.	
4.	

RESIDENCY, FELLOWSHIP OR OTHER POSTGRADUATE TRAINING - IF APPLIES
(Institutions and dates)

TYPE OF TRAINING	INSTITUTION	DATE	AREA OF STUDY
1. Post-Doctoral Fellow	School of Medicine, UPR- MSC	2002- 2003	Neuroendocrinology
2.			
3.			

MENTION SPECIALTY OR SUBSPECIALTY IN YOUR PROFESSION
(If more than one, add them to list)

1. SPECIALTY: Neuroscience
2. SUBSPECIALTY: Neuroendocrinology

LICENSES TO PRACTICE PROFESSION - IF APPLIES (Places, dates and number)

NAME OF INSTITUTION CONFERRING LICENSE/COUNTRY	LICENSE NUMBER	DATE
1. N/A		
2.		

MILITARY SERVICE - IF APPLIES (Type of experience and dates)

EXPERIENCE	DATES
1. N/A	

PROFESSIONAL BOARD CERTIFICATION BY SPECIALTY AND SUBSPECIALTY - IF APPLIES (Include dates)

BOARD	DATE	EXPIRATION DATE
1. N/A		

SPECIALTY COLLEGES (Includes dates of election or appointments)

COLLEGES	DATE OF ELECTION
1. N/A	

HOSPITAL AFFILIATION - IF APPLIES (Nature and dates)

HOSPITAL	DATES
1. N/A	

PROFESSIONAL EXPERIENCE

EMPLOYER	POSITION HELD	DATES
1. University of Puerto Rico-MSc, Institute of Neurobiology	Laboratory Technician	1992-1994 1996-1997
2. University of Puerto Rico -MSc	Postdoctoral Fellowship	2002-2003
3. University of Puerto Rico -MSc	Assistant Professor	2003-2013
4. University of Puerto Rico -MSc	Associate Professor	2013 – present
5. University of Puerto Rico –MSc	Professor	July 2018

ACADEMIC APPOINTMENTS (Include all appointments ever held)

RANKS	INSTITUTION	DATES
1. Assistant Professor*	University of Puerto Rico -MSc	2003
2. Associate Professor	University of Puerto Rico -MSc	2013
3. Professor	University of Puerto Rico – MSc	2018

*(*promotion to Associate level was approved on merits since 2010, and awaited availability of funds for salary increase for official certification until 2013). The promotion to Professor level was approved on merits in 2016, but we waited for the availability of funds for a salary increase for official certification in 2018.*

OTHERS APPOINTMENTS (Administrative, Consultative, Others)

TITLE	DATE
Laboratory Assistant, Institute of Neurobiology, UPR-MSc, Lab. of Dr. Damien Kuffler.	1992-1994
Research Assistant, Institute of Neurobiology, UPR-MSc, Lab. of Dr. José del Castillo	1995-1997
Research Assistant, Institute of Neurobiology, UPR-MSc, Lab. of Dr. Allen I. Selverston.	1997-1999
Research Assistant, Institute of Neurobiology, UPR-MSc, Lab. of Dr. Deborah Baro.	1999-2001
Part-Time Instructor	2001-2002
Part-Time Instructor	2003- 2003
Scientist Member, Institutional Animal Care and Use Committee (IACUC)	2005- 2013
Graduate Program Coordinator, Deanship of Biomedical Sciences, MSC-UPR	2010 - 2021
Representative Biomedical Science in CIPE MSC-UPR	2010- 2016
Representative <i>Comité de Ayudantías</i> , (SoM-MSc-UPR)	2010 –2021
Secretary, Faculty Affair Committee, School of Medicine (SoM) MSC-UPR	2014- 2015
President, Faculty Affairs Committee (CAFAC), SoM-MSc-UPR	2015 - 2017
Personal Committee for Academic Deanship Affairs RCM, Ad-Hoc Member	2015-2020
Coordinator for the Advance Course and Specialized Seminar (Activity 2b, NIGMS-RISE R25 GM061838)	2012-2017
Member, Curriculum Committee, (SoM-MSc-UPR)	2015 –2018
Member, Admission Committee, (SoM-MSc-UPR)	2015- 2021
Ad-Hoc Member, Personal Committee for Academic Deanship Affairs RCM	2015-2021
Member, MD/PhD Committee, SoM-MSc-UPR	2017-2021
Board Member of “Junta de Donaciones Anatómicas de Puerto Rico”	2017 - present
Member of Departmental Personnel Committee (Anatomy Department)	2017 - 2021
Course Director, Neuroscience for Doctor in Medicine Program (MD)	2018 - present
Member of <i>Comité de Medicina I</i>	2018 - present
Member of <i>Comité de Monitoreo I</i>	2018 - present
Senator- Representing School of Medicine, Academic Senate UPR-MSc	2020 –2021
Senator of the Students Affairs Subcommittee, Academic Senate UPR-MSc	2020 –2021

Interim Associate Dean of Biomedical Sciences & Director Graduate Program	2021 - 2025
President, Biomedical Sciences Curriculum Committee, SoM-MS-CUPR	2021 - present
President of “Junta de Donaciones Anatómicas de Puerto Rico”	2023 - present
Research Liasson Basic Sciences, School of Medicine	2024 - present
Member, Group on Research Advancement and Development (GRAND) AAMC	2024 - present
Member, Group on Research, Education and Training (GREAT) AAMC	2024 - present
Member, Training and Workforce Development Study Section - C (TWD) - Member Study Section: Training and Workforce Development Study Section - C (TWD) National Institute of General Medical Sciences	2024 - 2025
Associate Dean of Biomedical Sciences & Director Graduate Program	Jan 2025 - present

HONORS AND AWARDS (Include dates)

HONORS / AWARDS	DATES
1. Minority Travel Fellowship for Neuroscience Meetings	1998-2000
2. American Psychological Association. Minority Fellowship for Neuroscientists	1998-2000
3. Mentor - Post-doctoral Master of Science in Clinical and Translational Research Program (MSc)/Hispanic Clinical and Translational Research Education and Career Development Program (HCTRECD). Award Number: R25MD007607	2003 - 2018
4. Professions Capacity Building Program sponsored by the Hispanic Association of Colleges and Universities (HACU) and the Department of Health and Human Services (DHHS)	2005
5. RCM Faculty Development in Research Program	2006
6. Selected to participate in the Early Career Women Faculty Seminar, Association of American Medical Colleges (AAMC). Washington, DC.	2007
7. Selected to participate in the UK/NIGMS Internet Grant Writing Workshop at the University of Kentucky	2008
8. RCM Faculty Development in Research Program	2009
9. Gordon Research Conference: Amygdala in Health & Disease	2009
10. Carl Storm Underrepresented Minority Fellowship	2009
11. Certificate of Excellence given by the medical class of MED 2011. University of Puerto Rico-MS-C	2009
12. National Institute of Neurological Disorders and Stroke (NINDS) Grant Writing Workshop for Diversity Investigators	2010
13. Graduate Coordinator Biomedical Sciences	2010-2021

14. <i>Comité de Ayudantías</i>	2010-2021
15. TWD Program Director Meeting	2013
16. Minority Fellowship Program (MFP's) 40 th Anniversary Celebration Committee	2013
17. Member, Buhiti Committee at School of Medicine, Medical Sciences Campus	2014
18. Post-Doctoral Masters in Science Mentor Recognition	2014
19. Pilot Periodic Report 2016 Committee	2015
20. Member, Academic and Learning Environment Work Group Committee	2015
21. National Research Mentoring Network (NRMN) Facilitator	2018 - present
22. Marine Biology Laboratory Consultant/Collaborator SPINES	2019
<u>Student Honors while Trained in the Laboratory:</u>	
<u>Local:</u>	
23. <u>Alan Muñoz</u> – Third Place , Feria Científica en las Competencias Regionales, PR. Poster Presentation.	2006
24. <u>Vanessa Torres</u> – Second Place , XXVI Foro Anual de Investigación y Educación, UPR-MS	2006
25. <u>Mario Oyola Ortiz</u> - Second Place , XXVII Foro Anual de Investigación y Educación, UPR-MS	2007
26. <u>Mario Oyola Ortiz</u> - Undergraduate Research Award, from Glaxo Smith Pharmaceuticals	2007
27. <u>Glenda Rodríguez-Aguilar</u> - Third Prize , XXVII Foro Anual de Investigación y Educación, UPR-MS	2007
28. <u>María de Jesús</u> – Outstanding student, Department of Anatomy and Neurobiology, UPR-MS	2007
29. <u>Kelvin Quiñónez Laracuenta</u> – “Premio de la Facultad de Ciencias Naturales” UPR-Río Piedras	2008
30. <u>Dr. Linda Laras (Post-doctoral Fellow)</u> – Continued Mentoring and Career Development Program (CRECD Phase II)	2008
31. <u>Stephanie González</u> Second Place , XXXII Foro Anual de Investigación y Educación, UPR-MS, Oral Presentation.	2012
32. <u>María I. De Jesús-Burgos, Ph.D.</u> – mentor: NL Pérez-Acevedo (2006-2012)	
Higher GPA by Class, Department of Anatomy & Neurobiology. 2009-10 and 2010-11.	2010
Excellence in Research, Depart. of Anatomy & Neurobiology. 2009-10 and 2010-11.	2009
Student Leadership Award given by Biomedical Sciences Program	2009
Gordon research Conference (GRCs): Amygdala in Health & Disease	2009
Outstanding Student of Anatomy and Neurobiology Department (Biomedical Sciences Program)	2009
MBRS-RISE Graduate Research Program	2008

Outstanding Student during the Gross Anatomy Course given by Anatomy Department	2008
Outstanding Student of Anatomy and Neurobiology Department, given by Biomedical Sciences Program	2008
Honor Tuition, UPR-Medical Sciences Campus	2007
<u>Student Honors while Trained in the Laboratory:</u>	
<u>National/International Awards:</u>	
33. <u>María I. De Jesús-Burgos</u> – Travel Award to attend the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Atlanta	2005
34. <u>Vanessa Torres</u> – Yale Summer Medical Education Program (SMEP) at Yale University, Ct	2005
35. <u>Eyidith Comenencia-Ortiz</u> - Beta Beta Beta Biology Honor Society, National Convention Second Place Frank Brooks Award for Excellence in Student Research	2006
36. <u>María I. De Jesús-Burgos</u> American Association of Anatomists (AAA) Travel Award Gordon Research Conference: Amygdala in Health & Disease Carl Storm Underrepresented Minority Fellowship	2009
37. <u>María I. De Jesús-Burgos</u> American Association of Anatomist (AAA) Travel Award	2012
<u>LECTURER:</u>	
38. Seminar, Biochemistry and Physiology Department, UPR-MSc	2006
39. Inaugural Meeting, Molecular and Cellular Cognition Society, Local Chapter in Puerto Rico	2008
40. Drug Discovery, Development & Clinical Research in Academia Symposium, Caribe Hilton Hotel, San Juan, PR	2008
41. Seminar, RISE/MARC, UPR – Humacao Campus, PR	2008
42. Seminar, Pharmacology, Physiology and Neuroscience Department, University of South Carolina	2009
43. Conference, University High School, University of Puerto Rico	2012
44. Lecturer at the University of Puerto Rico, Río Piedras Campus (Neurobiology course)	2012
45. Seminar, University of Puerto Rico, Bayamón Campus, PR	2013
46. Seminar, Marine Biological Laboratory, Woods Hole, MA	2023

MEMBERSHIP IN PROFESSIONAL OR SCIENTIFIC SOCIETIES

(Include leadership appointments or positions held)

MEMBERSHIP	LEADERSHIP / POSITION HELD	DATES
1. Society for Neuroscience	Member	1998-2020
2. P.R. Neuroscience Chapter	Member	1998-present
3. IBNS	Member	2003-2018
4. Sigma Xi	Member	2003-2020
5. New York Academy of Science	Member	2003-2020
6. Institutional Animal Care and Use Committee (IACUC), Medical Sciences Campus, University of Puerto Rico	Member	2005-2013
7. Undergraduate Research Program-Mentor and MBRS-RISE Programs, Medical Sciences Campus, University of Puerto Rico	Member	2004-2025
8. Doctoral Program Río Piedras- MSC	Member	2004-2011
9. Undergraduate Research Program-Mentor and MBRS-RISE Programs, Medical Sciences Campus, University of Puerto Rico	Member	2006-2025
10. Organization for the Study of Sex Differences (OSSD)	Member	2007-2012
11. Molecular and Cellular Cognition Society (MCCS)	Member	2007-2020
12. Alpha Omega Alpha	Member	2022 - present

AD HOC REVIEWER

Annual Biomedical Research Conference for	
Minority Students (ABRCM), Abstract reviewer	2005 - present
<i>Foro Annual de Investigación en Recinto de Ciencias Médicas</i> , Abstract reviewer	2005 - present
Clinical Anatomy	2009
Physiology and Behavior	2011
African Journal of Agricultural Research (AJAR)	2012
Puerto Rico Health Sciences Journal (PRHSJ)	2014 & 2019
The Journal of Nuclear Medicine (JNUMED)	2016
Journal of Pain Research	2019
Journal of Neurophysiology	2019
Behavioral Brain Research	2020
Initial Review Committee, Minority Fellowship Program	2023 - present

TEACHING EXPERIENCES

TEACHING EXPERIENCES	SUPERVISOR POSITIONS HELD	CATEGORY (undergraduate, graduate, clinical, others)	DATES
UPR-Río Piedras Campus	Instructor	Undergraduate	1995-1996
UPR-Río Piedras Campus	Instructor	Undergraduate	1997-1998
Universidad del Este	Instructor	Undergraduate	Jan-May 2002
Universidad del Este	Instructor	Undergraduate	Jan-May 2003
UPR-Medical Sciences Campus	Assistant Professor	Undergraduate, Graduate, Clinical & Post-graduate level	2003-2013
UPR-Medical Sciences Campus	Associate Professor	Undergraduate, Graduate, Clinical & Post-graduate level	2013-2018
UPR-Medical Sciences Campus	Professor	Undergraduate, Graduate, Clinical & Post-graduate level	2018 - present

TEACHING:**Course Director:**

- | | |
|--|----------------|
| 1. Neuroscience MPRI 7136 (99-120 hrs) | 2018 - present |
| 2. CBIO 8991 Ethics in Scientific Research: Fundamental Concepts | 2018 - present |
| 3. CBIO 8992 Ethics in Scientific Research: Applied Topics | 2018 - present |

Annual teaching load examples below:

Participation in courses, training, or educational programs at the following levels:

School of Medicine Biomedical Sciences Graduate Program (MS, PhD) *(name of course/program, role [coordinator, lecturer, lab instructor, mentor, etc.], start and end date):*

ANAT 8411 Human Gross Anatomy I
ANAT 8412 Human Gross Anatomy II

Lecturer (NPA)	Time length (hrs)
Thoracic Wall and Lungs	1.5
Kidneys	1
Diaphragm and Posterior Abdominal Wall	2
Scalp, Face and Parotid Region	1.5
Temporal Region, Muscles of Mastication, TMJ, Infratemporal & Pterygopalatine Fossae	1.5
The Neck	3
Anatomy of the Ear	1
Nose and Nasal Cavity	1
Oral Cavity, Tongue, and Palate	2
Eyelids, Eyeball and Orbital Region	2
Total	Lectures = 16.5

ANAT 8502 Human Embryology

1. Development of Thoracic Wall and Lungs 1.5 hrs

ANAT 8505 Human Neuroanatomy and Neuroscience

Lectures (NPA)	Time length (hrs)
Introduction to Brain	1
Somatosensory Receptors and Fibers	1.5
Brain Anatomy	2
Cerebral Cortex I & II	3
Somatosensory Central Pathway and Pain	2
Total	9.5

Biomedical Sciences Course (*Not part of departmental teaching assignment/duties related to Associate Deanship for Biomedical Sciences*):

Course Director:

1. CBIO 8991 Ethics of Scientific Research: Fundamentals Aug – Dec, 2024 1 cred (18 hrs)
2. CBIO 8992 Ethics of Scientific Research: Applied Topics Jan – May, 2025 2 cred (36 hrs)

Lecturer:

CBIO 8991 Ethics of Scientific Research: Basic Concepts (1 crd)

Lectures (NPA)	Time length (hrs)
Introduction to Ethics	2
Reflecting on Ethical Principles: Course Summary and Evaluation	2
Total	4

CBIO 8992 Ethics of Scientific Research: Applied Topics 2 crds (36 hrs)

Lectures (NPA)	Time length (hrs)
Introduction to Ethics in Biomedical Sciences	2
Mentorship	2
Authorship	2
Debate Midcourse Exercise	2
Hypothetical Cases Special Assignment	4
Final Debate	2
Total	14

School of Medicine professional degree curriculum (MD, Residency) (*name of course/program, role [coordinator, lecturer, lab instructor, mentor, etc.], start and end date*):

MPRI 7140 Medical Gross Anatomy and Embryology

Lecturer: October, 2024 – March, 2025

Lectures (NPA) and LAB Participation	Time length (hrs)
ANATO LAB IX: Thigh, Popliteal Fossa	2
Thoracic Wall and Lungs	1.75
Development of Thoracic Wall and Lungs	2
ANATO LAB XIII: Thoracic Wall, Lungs & Mediastinum	1
Kidneys	1
Diaphragm Posterior Abdominal Wall	2
Scalp, Face and Parotid Region	1.5

Temporal Region, Muscles of Mastication, TMJ, Infratemporal & Pterygopalatine Fossae	1.5
ANATO LAB XX: Face, Parotid Region, Temporal region and Muscles of Mastication	2
The Neck	2
ANATO LAB XXI: Infratemporal Fossa	1
Nose and Nasal Cavity	1
ANATO LAB XXII: Brain Cavity, Meninges, CN, Circle of Willis, Dural Sinuses	2
Oral Cavity, Tongue, and Palate	1.5
ANATO LAB XXIII: Anterior and Posterior Triangles of the Neck	2.5
Anatomy of the Ear	1
Eyelids, Eyeball, Orbital Region	2
ANATO LAB XXVI: Nose, Nasal Cavity, Tongue, Oral Cavity	2
ANATO LAB XXVII: Orbit and Middle Ear	2
Head and Neck Clinical Correlation Coordination	1
Total	Lectures = 18.25 ANATO LABS = 14.5

MPRI7136 Medical Neuroscience**Course Director:** July, 2024 – June, 2025

Lectures (NPA) and LAB Participation	Time length (hrs)
Course Introduction	1
Introduction to Brain	1
Somatosensory Receptors and Fibers	1
Meninges, Cerebral Blood Supply and Dural Sinuses	3
Cerebral Cortex	2
Somatosensory Central Pathway and Pain	2
NEURO LABS	5
Total	Lectures = 10 Neuro Labs = 5

RESEARCH EXPERIENCES (Describe and include the title and year of an investigation conducted)

RESEARCH EXPERIENCES (title)	SUBSIDED (by whom)	DATES	PUBLISHED
1. Research is focus to determine the role of group I metabotropic glutamate receptors (mGluRs), in the emotional memory and anxiety-related behaviors at the cellular and behavioral level according to sex.		Sept 2003 – 2020	Yes
2. Research is focus to determine the role of group II metabotropic glutamate receptors (mGluRs), in the emotional memory and anxiety-related behaviors at the cellular and behavioral level according to sex.		Aug 2004 – 2020	

3. Research is focus to determine the role of androgens in emotional memory in pubertal male rats.		Feb 2006 – 2010	
4. Research is focus to determine the role of androgens in anxiety-related behaviors in pubertal male rats.	In collaboration with Dra. J Barreto-Estrada	Feb 2006 – 2010	
5. Research is focus to determine the role of <i>Hibiscus rosa sinensis</i> on anxiety-related behaviors.		January 2007 – 2018	
6. Evaluate the prevalence of the Psoas Minor muscle in the Hispanic population		2022 - present	

POSTGRADUATE OR GRADUATE COURSES, SEMINARS AND WORKSHOPS ATTENDED

TITLE	PLACE	DATE
Blackboard 9.0: Diseño de Cursos en Línea	UPR-MSC	2010
Enhancing Faculty Involvement with Graduate Students Through Improved Mentoring Strategies.	UPR-MSC	2011
Mentoría y Retrocomunicación	UPR-MSC	2011
Individual Developmental Plan	UPR-MSC	2012
Cambios en el currículo: Que? Cómo? Cuándo? Dónde? Por qué?	UPR-MSC	2012
Individual Development Plan Workshop	UPR-MSC	2012
FCOI Online Tutorial	NIH	2012
iPad como Herramienta de Enseñanza	UPR-MSC	2013
Medical Humanities and Visual Arts: Anatomy and the Human Body	UPR-MSC	2013
Academia de Gerencia y Supervisión	UPR-MSC	2013
Large Group Teaching: Using Technology	UPR-MSC	2014
El iPad como herramienta educativa transformadora en las ciencias de la salud	UPR-MSC	2014
<i>Taller Manos a la Obra</i>	UPR-MSC	2015
Animal Human Subject Welfare	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Authorship	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Animal Human Subject Welfare	APS Training Workshop for RCR Instructors, Chantilly, VA	2015

Conflict of Interest	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Data Falsification-Fabrication	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Data Presentation	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Overlapping Publication	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Text Preparation	APS Training Workshop for RCR Instructors, Chantilly, VA	2015
Learning How to Learn: Powerful mental tools to help you master tough subjects	University of California, San Diego on Coursera	2016
Get Organized: How to be a Together Teacher	Relay Graduate School of Education on Coursera	2016
Work Smarter, Not Harder: Time Management for Personal & Professional Productivity	University of California, Irvine on Coursera	2017
Effective Problem-Solving and Decision-Making	University of California, Irvine on Coursera	2020
Teaching with ZOOM	SOM, UPR-MS	2020
Copying with the Pandemic: Lessons from Psychological Science	Pearson	2020
Salud Mental y bienestar en los ambientes universitarios en tiempos de COVID-19	Vicepresidencia en Asuntos Académicos y de Investigación UPR	2021
What Matters Now? The Heart and Science of Teaching Today	Course Hero's Education Summit	2021
Desarrollo de propuestas de programas académicos ofrecidos por métodos no convencionales	UPR	2021
Mindfulness-Based Stress Reduction (MBSR) (29 hrs course)	UMASS Memorial Health Center for Mindfulness	2023
Item-Writing Workshop	NBME	2023
Human Research Research with data or laboratory specimens	Citi Program	2024
<i>Comunicación de Peligros y Manejo de Desperdicios Biomédicos Regulatorios (DBR)</i>	UPR-MS	2024
<i>Cambios a la Ley de RCRA: Manejo, Almacenaje y Disposición de Desperdicios Químicos</i>	UPR-MS	2024
<i>Exposición Ocupacional a Patógenos Transmitidos por Sangre Humana (29 CFR 1910.1930)</i>	UPR-MS	2024
<i>Working with Rats in Research Settings</i>	Citi Program	2024
Human Research Biomedical Research	Citi Program	2024

Certificate in Instructional Design for Virtual Environments and Blackboard Use	UPR-MSc	2024
Mitigating Bias in Peer Review	NIH	2024
Desarrollando una Nueva Generación de Científicos Traslacionales en Puerto Rico	UPR-MSc	2025
2025 NBME® Invitational Conference for Educators (NICE) 1 credit	Federation of State Medical Boards, hosted by NBME	2025

EXTRACURRICULAR ACTIVITIES (Community activities, special interests, talents, skills, and hobbies)

1. Oil and Acrylic Painting
2. Reading
3. Orchid Horticulture
4. Crochet and Knitting
5. Mosaic artist

PARTICIPATION IN SPECIAL COMMITTEES, BOARDS, ACADEMIC SENATE, ADVISORY COUNCIL OR OTHER – IN UPR, OTHER ACADEMIC INSTITUTIONS, IN PUERTO RICO OR ABROAD, IN THE LAST FIVE YEARS (Names and dates)

NAME	DATES
Search Committee for the Dean of Medicine, MSC	2011
RISE Coordinator Advanced Topics Course	2012 – 2017
Member of Thesis Committee – Giam Vega	2013 – 2018
Thesis Advisor – Coriness Pineyro, MS	2013-2015
Member of Faculty Affair Committee (CAFAC) School of Medicine UPR-MSc	2014 – 2017
Member of Buhiti Committee	2014 – present
Member of Thesis Committee – Bárbara Riestra	2014 – 2019
Member of Thesis Committee – Jonathan Crooke	2015 - present
Collaborator through the LCME School of Medicine Accreditation	2016 – 2017
RISE Coordinator Mentorship Program for Mentors	2017 - present
President, Faculty Affairs Committee (CAFAC), SoM-MSc-UPR	Aug 2015 - 2017
Personal Committee for Academic Deanship Affairs RCM, Ad-Hoc Member	08/2015-2020
Graduate Coordinator Biomedical Sciences	Sept 2010 – June 2021

Representative <i>Comité de Ayudantías</i> , (SoM-MSC-UPR)	Sept 2010 – June 2021
Representative Biomedical Science in CIPE MSC-UPR	Sept 2010-June 2016
Member, Curriculum Committee, (SoM-MSC-UPR)	Aug 2015 – June 2018
Member, Admission Committee, (SoM-MSC-UPR)	Aug 2015- June 2021
Board Member of “Junta de Donaciones Anatómicas de Puerto Rico”	2017 - present
Departmental Personnel Committee, Member	2017 - present
MD/PhD Program SoM-MSC-UPR, Member	2017 - 2021
National Research Mentoring Network (NRMN) Facilitator	2018 - present
<i>Comité de Medicina I</i> , Member	Sept 2018 - present
<i>Comité de Monitoreo I</i> , Member	Sept 2018 - present
Director of Graduate Program	July 2021 - present
Senator- Representing School of Medicine, Academic Senate UPR-MSC	Aug 2020 – July 2021
Senator of the Students Affairs Subcommittee, Academic Senate UPR-MSC	Aug 2020 – July 2021
Interim Associate Dean of Biomedical Sciences	July 2021 – Jan 2025
Ex-Officio, MD/PhD Program SoM-MSC-UPR	July 2021 - present
President of Junta de Donaciones Anatómicas de Puerto Rico	2023 – present
Research Liason School of Medicine	2023 - present
Member, Training and Workforce Development Study Section - C (TWD) - Member Study Section: Training and Workforce Development Study Section - C (TWD) National Institute of General Medical Sciences	2024 - 2025
Group on Research Advance and Development (GRAND) – AAMC, Member	2024 - present
Group on Research, Education and Training – AAMC, Member	2024 - present
Associate Dean of Biomedical Sciences and Director Graduate Program	Jan 2025 - present
Thesis Committee Member Ms. Shay Blanco Dept of Anatomy & Neurobiology	2025 - present

PARTICIPATION IN NATIONAL OR INTERNATIONAL SCIENTIFIC MEETINGS OR SPECIAL LECTURES DURING THE LAST FIVE YEARS

MEETING	TITLE	PLACE HELD	DATE	PRESENTOR (yes or no)
AAMC Biomedical Research Leaders Conference	2024 AAMC Biomedical Research Leaders Conference	Washington, DC	2024	No
Biomedical Research Conference for Minority Scientists (ABRMS)	Annual Biomedical Research Conference for Minority Scientists (ABRMS)	Pittsburg, PA	2024	No
Biomedical Research Training Conference (GREAT-AAMC)	2024 Biomedical Research Training Conference (GREAT-AAMC)	Dallas, Texas	2024	No
Departmental Seminar	Research on Anatomical Variations	Department of Anatomy and Neurobiology, MSC	2025	Yes
Biomedical Research Training Conference (GREAT-AAMC)	2025 Biomedical Research Training Conference (GREAT-AAMC)	Arlington, VA	2025	No

LEARNING RESOURCES AUTHOR OF CO-AUTHORED

(Video, tapes, movies, self-study units, others)

TITLE	DATES
1. Development of Respiratory tree and anatomy of the lungs 2. Development of Digestive System 3. Scalp and Cranial Cavity 4. Development of Pharyngeal Apparatus 5. Superficial Face and Parotid Gland 6. Muscles of Mastication 7. Infratemporal Fossa 8. Nose, Nasal Cavity and Air Sinuses 9. Anatomy of Eye and Orbit 10. Development and Anatomy of External and Middle Ear 11. Basics of Abdominal Body Wall 12. Anatomy of Superficial Neck 13. Anatomy of Deep Neck 14. Basics of Abdominal Body Wall 15. CNS Introduction 16. Benzodiazepines 17. CNS Stimulants: Part I 18. CNS Stimulants: Part II 19. CNS Depressants	

20. The Brachial Plexus 21. The Lumbar and Sacral Plexus 22. Organization of the Nervous System 23. Molecular Approaches to Behavioral Endocrinology 24. Self-Study Module: The Skull 25. Self-Study Module: The Thorax 26. Self-Study Module: CNS Antidepressants 27. Gross Brain Anatomy and Meninges 28. Cerebral Blood Supply 29. The Somatosensory System 30. The Cerebral Cortex 31. Emotions 32. The Skull	
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THESIS AND SPECIAL REPORTS

TITLE	DATES
1. Pharmacological and molecular study of metabotropic glutamate receptors in the pyloric central pattern generator of the lobster. (PhD – Mentor- Dr. Allen Selverston)	2001
2. Self-adjusting properties of the echinoid ligament of <i>Eucidaris tribuloides</i> . (MS; Mentor – Dr. José del Castillo, RIP)	1996

BIBLIOGRAPHY

(Please include all your publications specifying authors, titles, journal, volume, pages and year)

PLEASE LIST BOOKS FIRST, THEN FULL ARTICLES, AND LAST, THE ABSTRACTS

ARTICLES:

- Pérez, N.**, Sosa, M.A., and Kuffler, D.P Growth cones turn up concentration gradients of diffusible peripheral target-derived factors. *Exp. Neurol.* 145: 196-202, 1997
- del Castillo, J., Hime, J., and **Pérez-Acevedo, N.** A short history of electrophysiology and its techniques. Section III. Electrophysiological instruments and techniques. *PRHSJ.* 17 (1): 81-88, 1998.
- Pérez-Acevedo, N. L.**, Marrero, H., del Castillo, J., and Smith, D.S. Transient wrinkles in a variable length tendon. In: R. Mooi and M. Telford, *Echinoderms: San Francisco.* A.A. Balkema, Rotherdan, Netherlands, pp. 783-790, 1998.
- Krenz, W.D., Nguyen, D., **Pérez-Acevedo, N.L.**, and Selverston, A.I. 2000 Group I, II, and III mGluR compounds affect rhythm generation in the gastric circuit of the crustacean stomatogastric ganglion. *J Neurophysiol.* Mar;83(3):1188-201, 2000.
- Pérez Acevedo, N.L.**, and Krenz, W.D. Metabotropic glutamate receptor agonists modify the pyloric output of the crustacean stomatogastric ganglion, *Brain Res.* 1662(1-2): 1-8, 2005.
- Pérez-Acevedo, N.L.**, Lathroum, L.P., and Jorge J.C. Sex-specific modulation of affect after infusion of the neurosteroid 3 α DIOL in the basolateral amygdala; *Behav Neurosci.* Jun;120(3):632-640, 2006.
- De Jesús Burgos MI, Torres-Llenza V and **Pérez-Acevedo NL.** 2012. Activation of amygdalar metabotropic glutamate receptors modulates anxiety, and risk assessment behaviors in ovariectomized estradiol-treated female rats. *Pharmacol Biochem and Behavior.* 101:369-378

- Ramos-Pratts K, Rosa-González D, **Pérez-Acevedo NL**, Cintrón-López D, Barreto-Estrada JL. Sex-specific effect of the anabolic steroid, 17 α -methyltestosterone, on inhibitory avoidance learning in periadolescent rats. *Behav Processes*. Oct;99:73-80, 2013.
- De Jesús-Burgos MI, González-García S, Yanira Cruz-Santa, **Pérez-Acevedo NL**. Amygdalar activation of group I metabotropic glutamate receptors produces anti- and pro-conflict effects depending upon animal sex in a sexually dimorphic conditioned conflict-based anxiety model. *Behav Brain Res* April;302:200-212. doi:10.1016/j.bbr.2016.01.009

Abstracts: (Last SIX years)

- Dueño Sosa AI, Torres Rivera GB, Pérez-Acevedo NL. 2024. Prevalence of Psoas Minor Muscle using cadaveric specimens in the Caribbean Population. 44to Foro Anual de Investigación y Educación, MSC-UPR. May 13, 2024.
- Torres Gabriela, Dueño Sosa AI, Pérez-Acevedo NL. 2025. Prevalence and Morphometric Variability of the Psoas Minor Muscle in a Caribbean Cadaveric Population. 45 Foro Anual de Investigación y Educación, MSC-UPR. May 13, 2025. Poster #141.

PARTICIPATION IN PROJECTS, PROGRAMS, GRANTS, CONTRACTS

TITLE OF PROJECT	POSITION HELD	DATE	SOURCE	AMOUNT OF FUNDING (if known)
1. The major goal of this activity is to coordinate an advanced course for the graduate program at the University of Puerto Rico Medical Sciences Campus. This involves the selection of a topic for the interdisciplinary course, invitation of well-known investigators from the US mainland (different fields of research), and the coordination of a seminar (related to the topic of the lecture).	Coordinator Activity #2b	09/01/12 – 08/31/17	NIH/NIMH-MBRS/RISE	
2. The role of sex steroids and amygdala metabotropic glutamate receptors in anxiety.	PI	01/01/09-12/31/09	EARDA	
3. The goal is to continue to offer professional developmental workshops to RISE's Mentors so, they can help their students accomplish their expected outcomes and have a successfully academic experience.	Coordinator for the Mentor Capacity Building Workshop Series	09/01/17 – 08/2022	NIH/NIMH-MBRS/RISE	

LANGUAGES (Includes native language, other and level of command)

Indicates level with number:

➤ 1 - Good 2 - Fair 3 - A little 4 - Not at all

COMMAND OF LANGUAGES			
LANGUAGE	SPEAKING	WRITING	COMPREHENSION
SPANISH	1	1	1
ENGLISH	1	1	1
OTHER			

REFERENCES (List name, address, and email of three persons who have knowledge of your qualifications)

NAME	ADDRESS	EMAIL
1. Dr. Débora H. Silva	Dean, School of Medicine	
2. Dr. María A. Sosa	Director, Anatomy & Neurobiology Department	
3. Dr. Carmen Cadilla	Professor, Biochemistry Department	
4. Dr. Mayra Olavarria	Professor, Psychiatry Department	

DECLARATION

I hereby declare that the facts set forth on this Curriculum Vitae are true and complete to the best of my knowledge and by no means had been made an act of deceiving or misrepresenting.

You are hereby authorized to make any investigation of my personal history.



SIGNATURE

January 9, 2026

DATE

Approved for Administrative Board in its regular meeting on August 25, 2015 and is stated on the Certification Number 02, 2015-16, JA-RCM. NBJ/NJAS/ynr



University of Puerto Rico • Medical Sciences Campus
Universidad de Puerto Rico • Recinto de Ciencias Médicas
School of Medicine • Escuela de Medicina



Office of Student Affairs
Oficina de Asuntos Estudiantiles

8 de enero de 2026

Comité de Búsqueda
Decano(a) de Estudiantes
Recinto de Ciencias Médicas
Universidad de Puerto Rico

Estimado Comité de Búsqueda:

Es con sumo placer que escribo esta carta para **nominar y apoyar** a la **Dra. Nivia L. Pérez Acevedo para la posición de Decana de Estudiantes** del Recinto de Ciencias Médicas, Universidad de Puerto Rico. He tenido el privilegio de trabajar con la Dra. Pérez Acevedo durante más de una década en múltiples comités y tareas de nuestra Escuela de Medicina, lo que me ha permitido conocer de primera mano las cualidades, destrezas y el compromiso institucional que la distinguen como una candidata excepcional para este cargo.

Con solo examinar su Curriculum Vitae es evidente que cumple cabalmente con todos los requisitos de la posición. Sin embargo, más allá de los méritos documentados, cuento con innumerables ejemplos concretos de su liderazgo, visión académica y capacidad de ejecución.

A través de sus múltiples roles —incluyendo Decana de Ciencias Biomédicas, Directora de Curso de Neurociencias en el Programa MD, Presidenta del Comité de Currículo de Ciencias Biomédicas, miembro de los comités de Admisiones, Medicina I y Currículo de la Escuela de Medicina, Senadora Académica, entre muchos otros— puedo afirmar con plena certeza que conoce a profundidad las funciones, los retos y las oportunidades que conlleva trabajar con el estudiantado de las seis escuelas del Recinto de Ciencias Médicas.

La Dra. Pérez Acevedo ha demostrado una comunicación efectiva, respetuosa y estratégica con toda la comunidad universitaria: estudiantes, investigadores, docentes y personal no docente. Su experiencia como Decana de Ciencias Biomédicas, junto a su participación activa en el Comité de Plan Estratégico y en el más reciente proceso de acreditación del LCME, le ha permitido desarrollar una visión integral de la gerencia académica y de la importancia de alinear los procesos institucionales con el bienestar y el éxito estudiantil. Su estilo de liderazgo, uno de colaboración para lograr consensos y basados en la confianza, indudablemente beneficiará a los estudiantes y a nuestro Recinto.

Uno de sus mayores aportes ha sido liderar la transformación de las oportunidades de investigación para nuestros estudiantes de medicina, atendiendo las necesidades de una nueva generación de profesionales de la salud y fortaleciendo su competitividad a nivel nacional e internacional. Su riguroso adiestramiento en las ciencias le permite anticipar y responder con solvencia a los constantes cambios que caracterizan la educación médica contemporánea.

Asimismo, su experiencia en el reclutamiento de estudiantes de programas doctorales en Ciencias Biomédicas la posiciona de manera ideal para liderar iniciativas similares a nivel del Recinto. De igual forma, ha coordinado y promovido actividades dirigidas al bienestar estudiantil, reconociendo que la formación académica de excelencia debe ir acompañada de apoyo emocional, desarrollo personal e identidad profesional.

Concluyo recalcando que su compromiso inquebrantable con nuestra Institución siempre ha estado enmarcado dentro de los más altos estándares de profesionalismo, ética y responsabilidad social.

Por todo lo antes expuesto, **apoyo sin reservas el nombramiento de la Dra. Nivia L. Pérez Acevedo como Decana de Estudiantes del Recinto de Ciencias Médicas**, convencida de que su liderazgo fortalecerá de manera significativa la experiencia formativa de nuestro estudiantado.

De necesitar información adicional, pueden comunicarse conmigo al correo electrónico

Atentamente,



Vilma T. McCarthy, MD, FAPA
Decana Asociada Asuntos Estudiantiles
Catedrática
Escuela de Medicina UPR-RCM

Senadora Mildred Flores Rodríguez
Presidenta

Comité de Consulta
Decano(a) Estudiantes
Recinto de Ciencias Médicas (RCM)
Universidad de Puerto Rico

Saludos cordiales, les escribo para expresar mi sincero interés en aceptar la nominación para ocupar la posición de Decana de Estudiantes, en propiedad, del Recinto de Ciencias Médicas de la Universidad de Puerto Rico. Estoy motivada para este cargo por mi compromiso sostenido con la misión institucional, la excelencia académica y el desarrollo integral de los futuros profesionales de la salud.

Poseo el grado de Maestría en Ciencias (MS), un doctorado en Biología (Ph.D), con concentración en neurociencias, ambos grados conferidos por la Universidad de Puerto Rico, Recinto de Río Piedras, y un postdoctorado en el área de neuroendocrinología en el Recinto de Ciencias Médicas. A lo largo de mi carrera he promovido una visión interprofesional de la educación en salud, fundamentada en la colaboración académica, la investigación y el bienestar estudiantil. Poseo una trayectoria académica, administrativa y de servicio alineada con el Plan Estratégico del Recinto de Ciencias Médicas (RCM) y del Sistema de la Universidad de Puerto Rico.

Concibo el Decanato de Estudiantes del RCM como una unidad que distinga y promueva una cultura de pertenencia (*culture of belonging*) entre los futuros profesionales de la salud, como estrategia esencial para complementar nuestros programas educativos de vanguardia. Para alcanzar este propósito mayor, la labor académica y gerencial del Decanato debe orientarse por cuatro pilares estratégicos: 1. Excelencia académica, 2. Sentido de pertenencia (*self-belonging*), 3. Bienestar estudiantil (*student wellness*), y 4. Proyección institucional (*advertising*). Estos pilares están alineados tanto con la misión del RCM como con los estándares de *Middle States Commission on Higher Education* (MSCHE), asegurando coherencia, calidad y sostenibilidad institucional.

Mi principal fortaleza se centra en el pilar de excelencia, particularmente desde la investigación biomédica, el diseño académico y la evaluación de resultados. Mi mirada se enfoca en el diseño, implementación y mediación de iniciativas académicas, integrando metodologías y procesos cuantificables y evaluables a corto, mediano y largo plazo, como base para la toma de decisiones informadas y transparentes.

He tenido una interacción directa y continua con estudiantes en múltiples niveles académicos, tanto en escenarios individuales como colectivos, a través de mi labor como profesora, directora de cursos graduados y del programa de medicina, profesora en cursos de nivel de posgrado y medicina, y como miembro de comités de tesis, entre otros. Mi experiencia incluye colaboración

académica con estudiantes y residentes de la Escuela de Medicina, la Escuela de Medicina Dental y, en etapas previas, con estudiantes de la Escuela de Farmacia, lo que me ha permitido comprender de manera amplia las necesidades, retos y aspiraciones del estudiantado del RCM.

Como parte de mis logros académicos y administrativos en el Decanato de Ciencias Biomédicas, destaco la creación de un curso de investigación dirigido a estudiantes externos al RCM, con el objetivo de ampliar el acceso a experiencias formativas en investigación y fortalecer la proyección académica del RCM. Esta iniciativa refleja mi compromiso con la innovación educativa, la equidad en el acceso y la formación temprana en investigación.

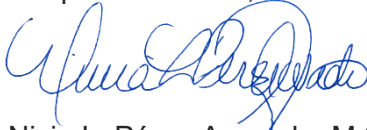
Mi compromiso institucional trasciende la docencia y la administración académica, integrando una dimensión sólida de servicio universitario y liderazgo ético, por más de 22 años. Actualmente presido la Junta de Donaciones Anatómicas de Puerto Rico, y participo activamente en la toma de decisiones departamentales, así como presido varios comités y soy miembro activo en diversos comités de la Escuela de Medicina (Comité de Planificación Estratégica, Comité de Administración), institucionales (Comité Institucional de Planificación Estratégica), y propios del Decanato Asociado de Ciencias Biomédicas, siendo la directora de nuestros programas graduados, entre otros. Estas funciones han requerido un balance constante entre el rigor académico, el cumplimiento reglamentario y el mejor interés del estudiantado, siempre guiada por principios de imparcialidad, transparencia y equidad.

Mi trayectoria evidencia un historial comprobado de toma de decisiones éticas, buen juicio en situaciones complejas, capacidad de resolución de conflictos y un firme compromiso con la ética en la enseñanza y la investigación. Estas competencias son esenciales para el liderazgo del Decanato de Estudiantes y para el fortalecimiento de la confianza institucional.

Me siento muy orgullosa y altamente comprometida ante la oportunidad de colaborar de manera directa con la comunidad estudiantil – pilar fundamental de toda institución académica- con la misma vocación y energía con la que he servido previamente desde otras responsabilidades institucionales, y que hoy deseo canalizar desde el decanato, en estrecha coordinación con los Decanos Asociados de Asuntos Estudiantiles de las seis escuelas del RCM, y la Oficina de la Rectoría. Asumo este compromiso con el firme propósito de fomentar un ambiente educativo, inclusivo, equitativo, y centrado en el bienestar colectivo tanto para el estudiantado, la comunidad científica y todos los profesionales de la salud.

Con respeto por los procesos institucionales y con el deseo genuino de continuar sirviendo al Recinto de Ciencias Médicas, acepto la nominación para su consideración. Para información adicional sobre mi trayectoria académica, investigativa, de servicio y administrativa, refiero respetuosamente al currículum vitae que acompaña esta solicitud, mi propuesta de plan de trabajo, así como 10 cartas de apoyo a mi nominación.

Respetuosamente,



Nivia L. Pérez-Acevedo, M.S., Ph.D.

Catedrática

Departamento de Anatomía & Neurobiología

Escuela de Medicina

Recinto de Ciencias Médicas – UPR

Dra. Mildred Flores

Presidenta Comité de Búsqueda y Consulta

Decanato de Estudiantes

Recinto de Ciencias Médicas

Vía correo electrónico

Estimada Dra. Flores

Me complace expresar mi recomendación para la Dra. Nivia Pérez Acevedo, quien ha demostrado ser una profesional altamente competente y comprometida en el campo de la educación superior, investigación y administración. Tengo el placer de conocer a la Dra. Pérez Acevedo desde nuestros años en la escuela superior Manuel Méndez Liceaga en San Sebastián. En ese tiempo tuve el privilegio de compartir con Nivia en las faenas diarias y actividades escolares, así como verla despuntar como una excelente estudiante en términos académicos y humanos. Siempre estuvo entre los estudiantes distinguidos y reconocidos en la escuela. Al llegar a la UIPI perdimos contacto pues estábamos en facultades distintas.

Con el pasar del tiempo tengo la feliz coincidencia de reencontrarme con Nivia en el Recinto de Ciencias Médicas y recibí consejos y orientación de ella respecto a los deberes como facultad. Tras ese encuentro me invito a acompañarla en entrevistas a candidatos a la escuela de medicina y fue proveyendo modelaje e información sobre el tema. En esos procesos pude ver como de manera empática, respetuosa y sagaz lograba que las entrevistas fuesen cómodas, dirigidas y fructíferas para los estudiantes, sacando lo mejor de estos. Su buen sentido del humor ayudaba a estos a relajarse y compartir lo que era importante en sus aspiraciones. Siempre ha mostrado respeto a sus estudiantes, la comunidad universitaria y posee compromiso con estos y la institución. Ella siempre ha estado orientada a la integración y desarrollo del cuerpo universitario en pro de la excelencia.

La Dra. Pérez Acevedo es dinámica, creativa, enérgica y siempre dispuesta a cooperar. Entre otras cosas externas a la Universidad fundo la Tropa 748 de las niñas escuchas y fue secretaria de la junta de la urbanización donde vive. Ha estado activa como parte de la Clase 86 de nuestra escuela superior colaborando para nuestros reencuentros, promoviendo así integración de grupo y colaboración entre excompañeros graduados.

La Dra. Nivia L. Pérez Acevedo es una académica excepcional cuya trayectoria de más de dos décadas en la Universidad de Puerto Rico – Recinto de Ciencias Médicas demuestra un compromiso inquebrantable con la excelencia en la docencia, la investigación y el

servicio institucional. Con formación doctoral en Neurobiología y un posdoctorado en Neuroendocrinología, ha desarrollado una línea de investigación robusta sobre memoria emocional, ansiedad y neurobiología del comportamiento, con múltiples proyectos publicados y presentados en foros nacionales e internacionales. Su excelencia ha sido reconocida con prestigiosas distinciones, entre ellas becas de la American Psychological Association, el Minority Fellowship Program, el Carl Storm Underrepresented Minority Fellowship y múltiples reconocimientos otorgados por estudiantes y programas académicos.

Además de su productividad académica, la Dra. Pérez Acevedo ha ejercido un liderazgo sobresaliente en la estructura universitaria y en organismos externos. Ha presidido y participado activamente en comités estratégicos como el Faculty Affairs Committee (CAFAC), el Comité de Admisiones, el Comité de Currículo, el Comité de Medicina I y el Comité de Monitoreo I. Su rol como Presidenta de la Junta de Donaciones Anatómicas de Puerto Rico y su membresía en comités nacionales como GRAND y GREAT de la AAMC reflejan su influencia más allá del campus. También ha servido como Senadora Académica y miembro del Subcomité de Asuntos Estudiantiles del Senado Académico del RCM, aportando a la gobernanza institucional con una visión clara y orientada al desarrollo académico. Su participación en comités de búsqueda, acreditación, mentoría y desarrollo de programas demuestra una capacidad excepcional para liderar procesos complejos y colaborar eficazmente con diversos sectores de la comunidad académica. Su trayectoria combina rigor académico, liderazgo estratégico y un compromiso profundo con la formación de la próxima generación de científicos y profesionales de la salud.

En síntesis, la Dra. Nivia Pérez Acevedo es una líder académica de excepcional talento y compromiso, cuya trayectoria combina rigor intelectual, experiencia administrativa y una dedicación inquebrantable a la excelencia. Así mismo su empatía, interés y acción en pro del estudiantado son características que son parte de su personalidad y son vitales para el trabajo con nuestros estudiantes. Recomiendo sin reservas su candidatura para esta posición, confiando plenamente en su capacidad para liderar con visión y aportar significativamente al bienestar y desarrollo de nuestro estudiantado. La Universidad de Puerto Rico se fortalece con profesionales de este calibre, especialmente en momentos que exigen preparación, compromiso y liderazgo para superar los retos históricos que enfrentamos. Nuestra institución debe continuar siendo el referente que inspire y oriente la política pública en beneficio de Puerto Rico.

Por favor, no duden en ponerse en contacto con esta servidora de necesitar información adicional sobre la Dra. Pérez Acevedo. Estoy a su disposición para proporcionar cualquier aclaración necesaria.

Atentamente,

A handwritten signature in black ink, appearing to read 'Ms Olavarría Cruz, PhD'.

Mayra Olavarría Cruz, PhD

Catedrática Universidad de Puerto Rico

Psicóloga Clínica

Expresidenta Universidad de Puerto Rico

7 de enero de 2026

Dra. Mildred Flores Rodríguez
Presidenta
Comité de Consulta para la Búsqueda de Decano de Estudiantes
Recinto de Ciencias Médicas
Universidad de Puerto Rico

Estimada Dra. Flores Rodríguez y demás Miembros del Comité de Búsqueda:

Sirva la presente para recomendar, con todo entusiasmo, a la Dra. Nivia Pérez Acevedo para su consideración como Decana de Estudiantes.

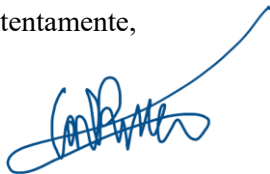
Conozco a la Dra. Pérez Acevedo desde mis inicios como estudiante en el Recinto en el año 2014. En aquel entonces, yo era estudiante graduado del Decanato Asociado de Ciencias Biomédicas, donde ella se desempeñaba como coordinadora del programa. La Dra. Pérez Acevedo es una académica distinguida, reconocida tanto por estudiantes como por colegas por su empatía y jovialidad. Sus destrezas organizativas y de mentoría son indiscutibles.

Como profesora, ha sido miembro de varios comités de facultad y de tesis, contextos en los que su empatía hacia los estudiantes resalta como uno de sus principales valores. Asimismo, los estudiantes de su departamento destacan sus habilidades docentes y la claridad con la que presenta los materiales de los cursos que se le asignan.

En su cargo como Decana Asociada de Ciencias Biomédicas desde el 2021, ha dirigido un programa en proceso de transformación, iniciativa necesaria ante los cambios en el ámbito científico en los Estados Unidos y la evolución demográfica en Puerto Rico. Desde esta posición, la Dra. Pérez Acevedo siempre se ha mostrado receptiva a las sugerencias y recomendaciones de los estudiantes. Para quien escribe, ella ha sido una constante fuente de consejo y una aliada comprometida con las causas de los estudiantes de ciencias biomédicas.

Considero que la Dra. Pérez Acevedo posee las cualidades excepcionales y la experiencia necesaria para desempeñarse con éxito como Decana de Estudiantes. Espero sinceramente que el comité evalúe su expediente e historial de manera favorable.

Atentamente,



Carlos J. Rivero-Quiles, Ph.D.
Estudiante Graduado
Escuela Graduada de Salud Pública
Recinto de Ciencias Médicas
Universidad de Puerto Rico



University of Puerto Rico
Medical Sciences Campus
School of Medicine
Department of Biochemistry



9 de enero de 2026

Senadora Mildred Flores Rodríguez
Comité de Búsqueda
Decanato de Estudiantes
Recinto de Ciencias Médicas
Universidad de Puerto Rico

Estimados miembros del Comité:

Es para mí un honor y un verdadero privilegio expresar, con el mayor entusiasmo y convicción, mi recomendación de la **Dra. Nivia L. Pérez Acevedo para la posición de Decana de Estudiantes del Recinto de Ciencias Médicas** de la Universidad de Puerto Rico.

Conozco a la **doctora Pérez Acevedo** hace más de 15 años. En el 2012, la recluté para colaborar en el programa RISE donde evidenció su visión académica, innovación y compromiso con el desarrollo estudiantil. En dicho programa, diseñó e implementó exitosamente un curso Avanzado (CBIO 8506) el cual fue institucionalizado y continúa utilizándose activamente hasta el presente, aportando de manera significativa a la formación académica y profesional de los estudiantes participantes. En el siguiente ciclo del Programa RISE (2016-2021), la Dra. Pérez Acevedo desarrolló y ofreció talleres de mentoría dirigidos tanto a mentores como estudiantes. Para poder llevar a cabo dichos talleres exitosamente, la **doctora Pérez Acevedo** tomó adiestramientos en la Universidad de Wisconsin en Madison ofrecidos por el National Research Mentoring Network. La Dra. Pérez Acevedo adaptó y ofreció talleres según diseñados y recomendados por esta red nacional apoyada por el National Institute of General Medical Sciences (NIGMS), que ofrece herramientas de mentoría en línea gratuitas y recursos de aprendizaje para personas que van desde estudiantes universitarios hasta profesores. Como resultado de estas iniciativas, la Dra. Pérez Acevedo, en colaboración con la Dra. Adriana Baez, se generó un plan operacional individualizado para los estudiantes, el cual fue inicialmente institucionalizado para los estudiantes participantes del programa RISE. Posteriormente, durante su gestión como Decana Asociada de Ciencias Biomédicas, la Dra. Pérez Acevedo amplió e institucionalizó este modelo para todos los estudiantes del programa graduado, constituyéndose en el esquema vigente y en uso, evidencia clara de su visión estratégica y compromiso sostenido con el éxito estudiantil.

Tuve la oportunidad de trabajar estrechamente con la **doctora Pérez Acevedo** en el Decanato de Ciencias Biomédicas de la Escuela de Medicina, mientras ella fungía como Coordinadora del Programa Graduado, desempeñándome como su supervisora inmediata. Desde entonces, pude constatar de manera consistente y ejemplar su integridad ética, responsabilidad profesional y compromiso genuino con el bienestar y desarrollo integral de los estudiantes, cualidades esenciales para el liderazgo académico y administrativo que requiere esta posición.

Durante ese periodo, **Dra. Pérez Acevedo** demostró un dominio pleno de las funciones como coordinadora del Programa Graduado, trabajando con alto grado de autonomía, rigor y eficiencia. Se distinguió por su capacidad para atender las necesidades estudiantiles de forma integral, evaluando, orientando y dando seguimiento individualizado a los estudiantes, siempre con imparcialidad, sensibilidad y profundo sentido de justicia. Su juicio ético en situaciones complejas y su habilidad para la resolución de conflictos y promoción de la equidad fueron constantes y dignos de reconocimiento.

Como testimonio de mi confianza en su liderazgo y capacidades, al tomar la decisión de enfocar mis esfuerzos en continuar mi agenda de investigación, **recomendé formalmente a la Dra. Pérez Acevedo** para el puesto de Decana Asociada, recomendación que fue acogida por el Dr. Humberto Guiot, qepd, entonces Decano Interino de la Escuela de Medicina. En ese rol, la **Dra. Pérez Acevedo** reafirmó su capacidad para la toma de decisiones éticas, transparentes y alineadas con la misión y el plan estratégico del Recinto de Ciencias Médicas y del Sistema de la Universidad de Puerto Rico, como líder académica de la facultad y directora del Programa Graduado de la Escuela de Medicina. Ha participado activamente y responsablemente en los comités institucionales requeridos en dicha posición, como es CIPE en el Decanato de Asuntos Académicos. Dentro de ese rol, también lideró el esfuerzo de la última actualización del Manual del Programa Graduado, la creación del Comité de Currículo del Programa Graduado, además del Comité de Mejora Continua de la Calidad de dichos programas. Su compromiso con la actualización curricular de los Programas Graduados y con los estudiantes graduados es ampliamente reconocido. En ánimo de facilitar el desarrollo profesional de estudiantes a nivel subgraduado o post-bachillerato que desean tener experiencias en investigación en nuestro recinto, la llevó a crear el curso CBIO 5990, que ha permitido a estudiantes de otros recintos del sistema UPR, universidades privadas y de fuera de Puerto Rico el tener dichas valiosas oportunidades con facilidad.

A lo largo de nuestra colaboración profesional, la **Dra. Pérez Acevedo** ha demostrado un conocimiento profundo de la estructura administrativa del Recinto de Ciencias Médicas, del funcionamiento del Decanato de Ciencias Biomédicas y de la importancia de establecer relaciones de trabajo efectivas con facultad, estudiantes, personal no docente, entre otros. Asimismo, ha mostrado apertura y liderazgo en la aplicación de la informática y la modernización de procesos académicos y administrativos, alineándose con las mejores prácticas contemporáneas de gestión universitaria. Todo esto lo ha logrado, aun con su activa participación en la enseñanza del Departamento de Anatomía y de los dos cursos de Ética en la Investigación (CBIO 8991 y 8992), que ayudó a crear y coordina desde hace más de 10 años. Estos cursos de Ética en la Investigación han sido importantes para evidenciar nuestro cumplimiento con la enseñanza de Conducta Responsable en la Investigación, que son requeridos para competir exitosamente para donativos federales como los programas RISE (R25) y G-RISE (T32), que han apoyado cientos de estudiantes graduados durante los 25 años de apoyo de NIGMS.

Por todo lo anterior, estoy plenamente convencida de que la **Dra. Pérez Acevedo** posee no solo las credenciales académicas y profesionales requeridas, sino también la visión interprofesional, la ética, el liderazgo humano y el compromiso institucional necesarios para **desempeñarse con excelencia** como Decana de Estudiantes del Recinto de Ciencias Médicas.

Recomiendo con mucho entusiasmo su candidatura sin reserva alguna y con la certeza de que su nombramiento redundará en beneficio directo de nuestra comunidad estudiantil y de la misión académica del Recinto.

Atentamente,



Carmen L Cadilla Vázquez
Catedrática
Departamento de Bioquímica
Recinto de Ciencias Médicas
Universidad de Puerto Rico
PO Box 365067
San Juan, PR 00936-5067



9 de enero de 2026

Senadora Mildred Flores Rodríguez
Presidenta
Comité de Consulta, Senado Académico
Recinto de Ciencias Médicas, UPR

Estimada Senadora y miembros del Comité de Consulta,

Tomo esta oportunidad para apoyar sin reserva alguna a la **Dra. Nivia L. Pérez-Acevedo** para la posición de Decana de Estudiantes del Recinto de Ciencias Médicas de nuestra Universidad. Mis interacciones académicas con la Dra. Pérez-Acevedo iniciaron formalmente en el 2001 y se concretaron en el 2002 y 2003, ocasión en que tuve la oportunidad de servir como su mentor en su formación postdoctoral como investigadora biomédica. En el 2003, nuestra relación académica se transformó a una de colegas cuando el Departamento de Anatomía la reclutó como Catedrática Auxiliar. Desde entonces, nuestras interacciones han sido ininterrumpidas. Nos une el amor por la educación pública a nivel superior y nuestro interés por apoyar la formación a estudiantes de todo tipo de trasfondo socioeconómico, incluyendo a estudiantes de primera generación.

El *curriculum vitae* de la Dra. Pérez-Acevedo y su propuesta de trabajo para la posición de Decana de Estudiantes ya muestran sus competencias técnicas y profesionales para ocupar esta posición de vital importancia en nuestro Recinto. El lineamiento de su propuesta con estándares de acreditación y con el Plan Estratégico vigente de nuestro Recinto es una gran fortaleza. Su conocimiento sobre la estructura académico-gerencial y de las normativas institucionales han garantizado que su ejecutoria siempre sea íntegra, imparcial, ética, transparente, equitativa y justa. Otra gran fortaleza es su mirada macroscópica a nuestro Recinto. Coincido con ella en que nos encontramos en un punto importante de inflexión para crecernos e integrarnos aún más como comunidad universitaria. Nuestros estudiantes son clave para que las relaciones y las colaboraciones entre todas nuestras escuelas se fortalezcan. En esencia, su visión estratégica esbozado en su plan de trabajo aspira lograr 2 grandes metas: (i) fortalecer los lazos entre las Escuelas del Recinto a través de nuestros estudiantes como una estrategia para también (ii) modelar la comunicación y la colaboración interprofesional.

No tengo duda que la Dra. Pérez-Acevedo va a lograr lo que propone. Le acompañan dos miradas útiles para lograr transformar estructuras y procesos; su mirada anatómica y su mirada científica. La disciplina de la anatomía busca estructuras, patrones e interconexiones en el cuerpo. Esa mirada desde el Decanato de Estudiantes será fantástica. La segunda mirada es la científica. Las acciones estratégicas tienen que ser medibles y la recopilación de datos tiene que ser continua. Su preferencia por los datos también será de gran provecho desde el Decanato de Estudiantes.

La fortaleza, mayor de todas, es su espíritu; noble y gentil. Escucha atenta, empática, respetuosa, sensible, justa y amorosa. Le ha tomado una vida construir su carrera académica con un gran sentido ético de la vida para ahora servir como nuestra Decana de Estudiantes.


Juan Carlos Jorge, PhD
Catedrático en Anatomía



7 de enero de 2026

Comité de Búsqueda
Decano(a) de Estudiantes
Universidad de Puerto Rico
Recinto de Ciencias Médicas

Estimado comité de búsqueda:

Sirva la presente para endosar la candidatura de la Dra. Nivia L. Pérez Acevedo, para ocupar la posición de Decana de Estudiantes de la Universidad de Puerto Rico (UPR), Recinto de Ciencias Médicas (RCM). Conozco a la Dra. Pérez Acevedo desde nuestros inicios como estudiantes graduadas en UPR, recinto de Río Piedras. Además, hemos coincidido en la trayectoria profesional como profesoras e investigadoras en el departamento de Anatomía y Neurobiología. Por más de tres décadas he sido testigo de la labor incansable en diversas áreas de la academia, como profesora, investigadora, colaboradora, evaluadora, administradora, senadora, y mentora de estudiantes graduados y subgraduados, entre otros.

Por tres años consecutivos tuve el privilegio de fungir como coordinadora graduada del Decanato de Ciencias Biomédicas, donde la Dra. Pérez Acevedo estaba destacada como Directora de Estudios Graduados y Decana Asociada. Durante ese tiempo pude trabajar de cerca con la Dra. Pérez Acevedo y percibí el alto grado de compromiso, ética, y dedicación para con nuestros estudiantes graduados de Ciencias Biomédicas. Ese compromiso lo extendía a estudiantes de otras escuelas de RCM, durante actividades de casa abierta, *Brain Awareness Week*, ferias de promoción, entre otros.

La Dra. Pérez Acevedo, además conoce la estructura administrativa de RCM y ha trabajado consistentemente en los foros pertinentes para la acreditación de la Escuela de Medicina, conociendo de primera mano la misión y pilares que rigen nuestro recinto. Cabe destacar el liderazgo de la Dra. Pérez Acevedo, la resiliencia y su gran calidad humana durante situaciones de conflicto, sin tener que perder la imparcialidad.

Es de mi conocimiento que la Dra. Pérez Acevedo posee todo el historial profesional y cualidades como ser humano que la hacen excelente candidata para la posición de decano (a) de Estudiantes. Respaldo su candidatura sin reserva alguna y espero la consideren favorablemente.

Cordialmente,

Jennifer L. Barreto Estrada, Ph.D.
Catedrática
Departamento de Anatomía y Neurobiología
Universidad de Puerto Rico
Recinto de Ciencias Médicas



UNIVERSITY OF PUERTO RICO AT CAYEY

Biology Department

Search Committee
Dean of Students
Medical Sciences Campus, UPR

January 8, 2026

Distinguished Committee Members,

With immense joy and admiration, I write this letter in strong support of Dr. Nivia L. Pérez-Acevedo for the position of Dean of Students at the Medical Sciences Campus of the University of Puerto Rico. My relationship with Dr. Pérez-Acevedo dates to 2002, when I joined her laboratory in the Department of Anatomy and Neurobiology as an undergraduate student. From 2006 to 2012, she served as my professor in anatomy and neuroscience, as well as the mentor for my doctoral thesis; since then, we have collaborated on scientific and academic projects, forging a mentorship spanning over 24 years that allows me to attest to her exceptional professional and human excellence as a mentor, professor, colleague, scientist, and outstanding person.

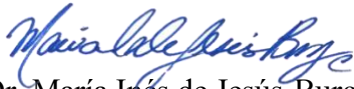
Dr. Pérez-Acevedo transformed my trajectory from undergraduate to doctoral studies, guiding me with patience, wisdom, and trust in advanced techniques such as intracranial surgeries in rodents, scientific writing, critical reading, and public speaking. She entrusted me with an independent research project as an undergraduate, whose findings were presented at national and international forums and evolved into my doctoral thesis, resulting in publications in the scientific journals *Pharmacology Biochemistry and Behavior* and *Behavioral Brain Research*.

Her ability to connect emotionally inspires and intellectually nurtures students at diverse levels—undergraduates, doctoral candidates, postdoctoral, and residents. This has been evidenced by national and international awards won by her mentees, such as the Frank Brooks Award and scholarships from the Annual Biomedical Research Conference for Minority Students (ABRCMS), as well as other accolades received. Dr. Pérez-Acevedo has also demonstrated mastery in teaching with passion and a commitment to service, as graduate program coordinator in Biomedical Sciences (2010-2021), president of the Faculty Affairs Committee of the School of Medicine (2015-2017), and Academic Senator on the Student Affairs Subcommittee (2020-2021). Most recently, as Interim Associate Dean and current Associate Dean of Biomedical Sciences (2021-present), she has led National Research Mentoring Network (NRMN) mentorship programs, admissions, curriculum, and student monitoring committees, in addition to coordinating professional development workshops and accreditations (LCME), fostering diverse environments of academic and professional excellence.

Committed and passionate, Dr. Pérez-Acevedo infuses joy, enthusiasm, and dedication into every space, inspiring diverse components of the academic community and society. This is also evidenced by her role as president of the Puerto Rico Anatomical Donations Board (2023-present) and her membership in committees such as the Group on Research Advancement and Development (GRAND) and Group on Research, Education and Training (GREAT) of the Association of American Medical Colleges (AAMC). Her trajectory at UPR-MS, with positions such as director of neuroscience courses for MD students and mentor in residencies, positions her perfectly to lead student well-being, promoting equity, integral development, and student success at the Medical Sciences Campus.

Dr. Pérez-Acevedo exhibits an unwavering commitment to the University of Puerto Rico and its students, demonstrated through over three decades of dedicated service at the Medical Sciences Campus, from laboratory technician in 1992 to her current role as Associate Dean of Biomedical Sciences. Her leadership in key committees and professional organizations to which she has belonged, along with her role as a mentor, professor, scientist and administrator, reflects absolute devotion to the integral development of students at all levels, fostering inclusion, equity, and excellence in a challenging environment. I wholeheartedly reaffirm my unqualified recommendation for Dr. Nivia L. Pérez-Acevedo to serve as Dean of Students, convinced that her transformative vision will elevate student well-being and success at UPR-MS.

Sincerely,



Dr. María Inés de Jesús-Burgos

Interim Director

Department of Biology - University of Puerto Rico at Cayey



January 07, 2026

Dean of Students Office
Medical Sciences Campus
University of Puerto Rico

Dear Members of the Application Committee,

It is with great respect and enthusiasm that I write this letter in strong support of Dr. Nivia L. Pérez-Acevedo's application for the position of Dean of Students of the University of Puerto Rico, Medical Sciences Campus. Her career reflects a sustained, institution-wide commitment to student well-being, academic success, and meaningful student participation—values that are central to the mission and goals of the Office of the Dean of Students.

My name is Dr. Coriness Piñeyro-Ruiz. I was mentored by Dr. Pérez-Acevedo for my master's degree in Anatomy at the Department of Anatomy and Neurobiology at the UPR-RCM, for the project entitled "Role of Group II Metabotropic Glutamate Receptors on Anxiety in Female Rats."

From a student-centered perspective, Dr. Pérez-Acevedo's record speaks for itself, with more than two decades at the Medical Sciences Campus, she has consistently assumed roles that place students at the core of institutional decision-making and academic life. Her service first, as Graduate Program Coordinator, Interim Associate Dean, and now as Associate Dean of Biomedical Sciences for nearly two decades (2010–present), reflects her sustained dedication to guiding students through complex academic pathways, supporting their academic progress, and advocating for their professional development. In this role, she directly influenced curriculum design, mentorship structures, and student retention. I was part of her trajectory during this period, so I can attest to her work.

Dr. Pérez-Acevedo's commitment to student participation is further evidenced by her extensive service on Admissions Committees, Curriculum Committees, the MD/PhD Committee, and the "Comité de Ayudantías," where she actively contributed to policies that affect access, fairness, academic quality, and student support systems. As a student, I remember how important it was to have someone guide me through the academic and financial processes that overwhelmed me. I recall Dr. Pérez-Acevedo guiding me through these processes on multiple occasions.

As a mentor, Dr. Pérez-Acevedo exemplifies a holistic approach to student development. During my training, she not only flawlessly guided my research project but also intentionally included me in regulatory and institutional processes, such as the Institutional Animal Care and Use Committee (IACUC). This experience fostered my understanding of ethical responsibility, institutional governance, and professional accountability—skills essential for long-term success in academic and research. This mentoring philosophy aligns with her broader involvement in national mentorship initiatives, including her long-standing role as a mentor in the former MBRS-RISE program and as a facilitator in the National Research Mentoring Network (NRMN). I had the privilege to take part in the MBRS-RISE program as a doctoral student, and I can attest to the monumental and essential work Dr. Pérez-Acevedo performed to support graduate students in their professional development.

Dr. Pérez-Acevedo's dedication to student well-being also extends to recognition and celebration of student achievement. Her mentorship has resulted in numerous student awards, travel fellowships, research recognition, and national presentations, reflecting her ability to cultivate academic excellence while supporting students' confidence and professional identity. I remember that under her mentorship, I delivered my first national poster presentation in Washington, D.C., on my research project, which



resulted in receiving many accolades, but as it pertained to my presentation skills, Dr. Perez-Acevedo's support never leaving my side and coaching during this conference gave me long-lasting confidence that I carry until today during my presentations.

As a former student under her guidance, I can attest that Dr. Pérez-Acevedo creates environments where students feel supported, heard, and empowered to succeed. Her leadership is grounded in empathy, structure, accountability, and responsibility—qualities essential to advancing the mission of the Office of the Dean of Students. If I had to choose one, I would say Dr. Pérez-Acevedo taught me a great deal about responsibility, a quality I greatly value today.

For these reasons, I offer my unequivocal support for Dr. Nivia L. Pérez-Acevedo's candidacy. I am confident that her extensive experience, institutional knowledge, and genuine commitment to student well-being will significantly strengthen the Office of the Dean of Students and positively impact the Medical Sciences Campus community.

Sincerely,



Dr. Coriness Piñeyro-Ruiz
Assistant Professor, MS1
Universidad Central del Caribe
e-mail: coriness.pineyro@uccaribe.edu

8 de enero de 2026

Senadora Mildred Flores- Rodríguez
Presidenta
Senado Académico
Recinto de Ciencias Médicas
Universidad de Puerto Rico

Estimada senadora Flores-Rodríguez,

Es con gran placer y entusiasmo que escribo esta carta de recomendación para la **Dra. Nivia Pérez Acevedo para el puesto de Decana de Estudiantes** del Recinto de Ciencias Médicas (RCM), Universidad de Puerto Rico (UPR).

He tenido el privilegio de conocer a la **Dra. Pérez Acevedo** por más de 20 años, desde que completaba sus estudios postdoctorales en nuestro recinto. Durante este tiempo, he sido testigo de su transformación en la gran profesional que es hoy. Trabajé con ella dentro de su participación en el Comité Institucional De Uso y Cuidado de Animales (IACUC), así como parte del curso CBIO 8991, Ética en la Investigación Científica: Conceptos Fundamentales, la cual es la directora de curso.

Su carrera ejemplar refleja su compromiso con los pilares universitarios: la investigación, la enseñanza y el servicio. La **Dra. Pérez Acevedo** ha ocupado diversas posiciones en el RCM, siempre apoyando la visión interprofesional de las profesiones de la salud. Estas experiencias le han proporcionado un profundo entendimiento de la estructura administrativa y académica del RCM y de la UPR en general. Es reconocida por su carisma, perseverancia y profesionalismo, lo que le ha permitido establecer y mantener relaciones de trabajo efectivas con colegas, estudiantes y grupos de la comunidad universitaria. Desde el 2021, ha demostrado su capacidad en roles de alta responsabilidad al desempeñarse como Decana Asociada de Ciencias Biomédicas y Directora del Programa de Estudios Graduados.

En estos tiempos desafiantes para la universidad, necesitamos líderes que promuevan la colaboración y la inclusión, y que se comprometan sinceramente con el apoyo, desarrollo y crecimiento de nuestros estudiantes, la razón de ser del Recinto. Por todo lo expresado, recomiendo sin reservas a la **Dra. Pérez Acevedo** para la posición a la que aspira. Estoy segura de que realizará un trabajo excepcional en beneficio de la comunidad estudiantil del RCM.

Sinceramente,



Dra. Melween Martínez
Catedrática Jubilada(2024)-RCM
Ex- Directora Centro de Investigaciones de Primates del Caribe/
Centro de Recursos Animales RCM



January 9, 2026

Search Committee for Dean of Students
University of Puerto Rico (UPR)
Medical Sciences Campus (MSC)

Exceptional Candidate for Dean of Students: Nivia Pérez Acevedo, PhD

To the Members of the Search Committee,

It is with great enthusiasm that I provide my strongest possible support for Dr. Nivia L. Pérez Acevedo as a candidate for the position of Dean of Students. I am an Associate Professor with 12 years of service as faculty in the University of Puerto Rico Medical Sciences Campus. Thus, I have come across with many faculty and Dr. Pérez Acevedo ranks among the top. I am extremely pleased to recommend her.

Dr. Pérez Acevedo is a Professor of Anatomy and Neurobiology at UPR MSC, with more than two decades of experience serving undergraduate, graduate, professional, and post-graduate students. Her trajectory speaks to her credibility among faculty and students. Throughout her career, she has demonstrated a commitment to academic rigor paired with a profound understanding of the student experience in complex, high-pressure educational environments such as the biomedical sciences.

One of Dr. Pérez Acevedo's most distinguishing strengths is her extensive administrative experience in student-centered leadership roles. She has served for more than 10 years as Graduate Program Coordinator and later as Director of the Graduate Program in Biomedical Sciences, overseeing student admissions, advising, curriculum development, academic progress, and retention. In these roles, she worked closely with students from a broad array of backgrounds, addressing academic challenges, professional development needs, and personal obstacles with empathy, fairness, and strategy. Her recent service as Interim Associate Dean and currently as Associate Dean of Biomedical Sciences further demonstrates her readiness to lead at the institutional level while maintaining a student-first perspective.

Another area in which Dr. Pérez Acevedo shines is her commitment to mentoring and workforce development. As a long-standing mentor in programs such as MBRS-RISE and the National Research Mentoring Network, she has guided students toward academic achievement, research excellence, and successful professional careers. Her students' numerous local, national, and international awards are a testament to her ability to empower themselves, foster confidence, and cultivate leadership.

Dr. Pérez Acevedo brings a deep awareness of student wellness and ethical responsibility. Her training in mentoring, responsible conduct of research, mindfulness-based stress reduction, and academic integrity underscore her understanding that student success is inseparable from mental health and ethical learning environments. She approaches leadership with compassion, clarity, and accountability. Beyond her

administrative and mentoring credentials, Dr. Pérez Acevedo is widely respected as an educator. She has served as Course Director for major components of the Doctor in Medicine curriculum and graduate neuroscience programs, which require academic expertise, coordination, communication, and responsiveness to student feedback. Her repeated recognition for teaching excellence reflects her ability to connect with students, adapt to evolving educational needs, and create supportive learning environments.

Dr. Pérez Acevedo's has been directly involved in shaping policies that influence student access, academic success, well-being, and professional readiness. This is highlighted by her extensive record of service on admissions committees, curriculum committees, student affairs subcommittees of the Academic Senate, and monitoring and assessment committees. Thus, she has a holistic understanding of student life beyond the classroom. Notably, her experience as a Senator and as a member of the Students Affairs Subcommittee of the Academic Senate uniquely positions her to collaborate effectively with student representatives, faculty governance, and administrative leadership.

In sum, Dr. Nivia L. Pérez Acevedo exemplifies the values, vision, and leadership required of an outstanding and compassionate Dean of Students. She combines scholarly distinction with genuine care for students, extensive administrative experience with collaborative leadership, and institutional knowledge with forward-looking perspective. I am confident that she would serve as a principled advocate for students and a trusted partner to faculty and administration. For these reasons, I offer my candid and wholehearted support, without any reservation, for her candidacy. Please contact me at for more information.

Sincerely,



Demetrio Sierra-Mercado, PhD
Associate Professor



University of Puerto Rico • Universidad de Puerto Rico
Medical Sciences Campus • Recinto de Ciencias Médicas
School of Medicine • Escuela de Medicina
Associate Deanship for Graduate Medical Education
Decanato Asociado de Educación Médica Graduada



9 de enero del 2026

Senadora Mildred Flores Rodríguez
Presidenta
Comité de Búsqueda Decano(A)
Decanato de Estudiantes
Recinto de Ciencias Médicas, UPR

Estimados miembros del Comité:

Es un honor para mí recomendar sin reservas a la Dra. Nivia L. Pérez Acevedo para la posición de **Decana de Estudiantes** del Recinto de Ciencias Médicas de la Universidad de Puerto Rico. La Dra. Pérez Acevedo no solo posee una trayectoria académica y administrativa excepcional, sino que también ha demostrado un compromiso genuino con la formación integral y el bienestar de nuestros estudiantes.

Como profesora y **Directora de varios cursos incluyendo el de Neurociencia en el Programa de Medicina**, la Dra. Pérez Acevedo ha impactado profundamente la experiencia educativa de generaciones de estudiantes. Su empatía, accesibilidad y capacidad para adaptar estrategias pedagógicas a las necesidades individuales han creado un ambiente de aprendizaje inclusivo y motivador.

Los estudiantes la reconocen como una mentora que escucha, orienta y acompaña en cada etapa del proceso académico.

En el ámbito de la investigación, la Dra. Pérez Acevedo ha ejercido un liderazgo notable, promoviendo la participación estudiantil y fomentando la colaboración interdisciplinaria.

Su rol como **Presidenta del Comité de Currículo de Ciencias Biomédicas** y su experiencia como **Decana Asociada y Directora de Programas Graduados** evidencian su habilidad para diseñar, implementar y evaluar programas académicos alineados con los más altos estándares. Cabe destacar su participación activa y liderazgo en **procesos de acreditación de gran importancia para la Escuela de Medicina**, donde ha demostrado organización, visión estratégica y compromiso con la excelencia académica.



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Decanato Asociado de Educación Médica Graduada



La Dra. Pérez Acevedo se distingue por su **capacidad para asumir retos con determinación y visión**, así como por sus **excelentes destrezas de comunicación con pares, personal administrativo y estudiantes**, lo que le permite construir consensos y liderar con eficacia. Su ética profesional es evidente en cada proyecto que emprende, garantizando transparencia, responsabilidad y compromiso con la excelencia.

Más allá de sus credenciales, lo que distingue a la Dra. Pérez Avevedo es su calidad humana. Como madre, hija, esposa y colega, ha demostrado que el balance entre la vida personal y profesional es posible, sirviendo de ejemplo para nuestra comunidad académica.

Estoy convencida de que el liderazgo de la Dra. Pérez Acevedo transformará la experiencia estudiantil, impulsando proyectos innovadores que promuevan el éxito académico, el bienestar integral y la formación de profesionales comprometidos con la salud y la investigación.

Su visión estratégica y sensibilidad humana son garantía de un Decanato que trabajará en armonía con la misión y visión del Recinto: **formar profesionales de excelencia, fomentar la investigación y servir con responsabilidad social a nuestra comunidad**.

Por todo lo anterior, recomiendo a la Dra. Nivia Pérez Acevedo sin reservas para la posición de Decana de Estudiantes del Recinto de Ciencias Médicas, UPR. Estoy disponible para ofrecer información adicional si así lo requieren.

Atentamente,

Profesora Angeles Martinez Velez. Lic. TSC, MTSC
Directora Programa de Consejería y Apoyo a
Residentes y “fellows”
Coordinadora Componente “Student Performance”
Coodinadora Institucional EMG
Coordinadora Programa Career in Medicine



UNIVERSITY OF PUERTO RICO, UNIVERSIDAD DE PUERTO RICO
MEDICAL SCIENCES CAMPUS, RECINTO DE CIENCIAS MEDICAS
SCHOOL OF MEDICINE, ESCUELA DE MEDICINA



DEPARTMENT OF BIOCHEMISTRY
DEPARTAMENTO DE BIOQUIMICA

9 de enero de 2025

Dra. Mildred Flores Rodríguez
Comité AdHoc para la búsqueda del Decano(a) de Estudiantes
UPR-Recinto de Ciencias Médicas
San Juan, PR 00936

Estimada Doctora Flores:

Por este medio quisiera comunicar mi apoyo inequívoco a la candidatura de la **Doctora Nivia Pérez Acevedo** para el puesto de **Decana de Estudiantes** del Recinto de Ciencias Médicas. La Dra. Pérez ha ejercido su liderazgo con rigor y sabiduría en las tres áreas del quehacer académico de nuestra Institución: docencia, investigación y servicio. Su más reciente e importante contribución al Recinto ha sido como Decana Asociada de Ciencias Biomédicas de la Escuela de Medicina. Dicho Decanato Asociado tiene la importante tarea de establecer las guías y procedimientos de los programas de Doctor en Filosofía (PhD.) que otorga la Escuela de Medicina en los campos de Anatomía, Bioquímica, Farmacología, Fisiología y Microbiología.

Como Decana Asociada, la Dra. Pérez ha tenido como norte asegurar el cumplimiento de nuestros programas doctorales con los estándares educativos vigentes, logrando calificaciones de excelencia durante la más reciente visita acreditación por parte del LCME, en la que se le extendió el período de acreditación a la Escuela por el tiempo máximo de 8 años. La Dra. Pérez también ha impulsado medidas y reglamentos a los programas doctorales con el fin de disminuir el tiempo para obtener un PhD. Más recientemente, la Dra. Pérez ha liderado la creación de un innovador programa de Maestría en Ciencias Biomédicas, colocándonos a la par con otras escuelas de medicina en Estados Unidos. Si algo ha definido el liderazgo de la Dra. Pérez en este cargo ha sido su capacidad de cultivar y mantener canales de comunicación con la facultad y el estudiantado. En este sentido, la experiencia administrativa de la Dra. Pérez como Decana Asociada representa una prometedora muestra de su capacidad para ocupar un puesto a nivel del Recinto.

Más allá de su rol como Decana Asociada, la Dra. Pérez también ha sido Senadora Académica y ha presidido la Junta de Donaciones Anatómicas. Presidió también el Comité de Asuntos de Facultad de nuestra escuela y ha sido miembro de los Comités de Currículo y de Personal de nuestra escuela.

Como docente, la Dra. Pérez ha sido instrumental en el desarrollo del curso de Laboratorio de Anatomía que toman los estudiantes de Medicina. También ha dirigido y dicta numerosas conferencias en los cursos de Anatomía de las escuelas de Medicina y Medicina Dental. Incluso siendo Decana Asociada, ha continuado ofreciendo sus cursos y conferencias en el aula. Como investigadora, la Dra. Pérez tiene 9 publicaciones en revistas revisadas por pares y ha presentado su trabajo en innumerables conferencias y simposios a nivel global. Ha estado en varios comités de tesis doctoral y actualmente es co-mentora de una estudiante de PhD. en Anatomía.

Otra de las características que definen a la Dra. Pérez es su inmensa capacidad de trabajo. Durante su carrera, la Dra. ha podido manejar simultáneamente las exigencias de su rol administrativo y de su docencia e investigación. Dicha capacidad de trabajar en múltiples canales se desarrolla con gran disciplina y sentido de propósito: cualidades que le sobran a la Dra. Nivia Pérez.

Por lo antes expuesto recomiendo sin ambages la candidatura de la Doctora Nivia Pérez Acevedo a al puesto de Decana de Estudiantes.

Atentamente,

A handwritten signature in black ink, appearing to read 'Abel Baerga Ortiz'.

Abel Baerga Ortiz, PhD.
Catedrático
Departamento de Bioquímica
Recinto de Ciencias Médicas
San Juan, Puerto Rico 00936-5067

PATRONO CON IGUALDAD DE OPORTUNIDAD EN EL EMPLEO M/M/V/I
EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER M/M/V/H



9 de enero de 2026

Senadora Mildred Flores Rodríguez
Presidenta
Comité de Búsqueda
Decanato de Estudiantes
Recinto de Ciencias Médicas
Universidad de Puerto Rico

DRA. SACHA RIVERA SÁRATE
DECANA AUXILIAR/
ASSISTANT DEAN
sacha.rivera1@upr.edu

Estimados miembros del Comité:

La **Dra. Nivia L. Pérez Acevedo** tiene mi más alta recomendación para ocupar el puesto de **Decana de Estudiantes del Recinto de Ciencias Médicas de la Universidad de Puerto Rico**. Como Decana Auxiliar de para Asuntos Estudiantes de la Escuela de Farmacia he compartido con la Dra. Pérez Acevedo en reuniones del Decanato de Estudiantes, actividades de promoción de los programas académicos de nuestro Recinto y graduaciones del Recinto de Ciencias Médicas.

La Dra. Pérez Acevedo siempre demuestra amabilidad, empatía, respeto y madurez profesional. Dos cualidades que deseo destacar son su disposición y disponibilidad para ser partícipe de iniciativas institucionales. Estas características son fundamentales para un Decano de Estudiantes, el cual debe ser accesible para su comunidad estudiantil, su equipo administrativo y facultad. Esto fomenta la comunicación y el trabajo en equipo efectivo lo cual es imprescindible para la solución de problemas y toma de decisiones.

La Dra. Pérez Acevedo es un modelo a seguir como facultad para la comunidad estudiantil de nuestro Recinto. Esto se demuestra en su compromiso con la investigación, destacada participación en comités de facultad e institucionales y mentoría que ha contribuido al desarrollo de estudiantes ahora colegas científicos. Se destaca también un aspecto valioso que es el balance entre sus responsabilidades profesionales y su vida al disfrutar de pasatiempos que complementan sus habilidades artísticas. Admiro mucho este balance que demuestra la Dra. Pérez Acevedo, pues es lo que se debe fomentar en nuestros futuros profesionales de la salud que redunde en beneficio para su salud emocional, la de sus seres queridos y el de sus pacientes.

Por lo antes descrito recomiendo sin reservas a la **Dra. Pérez Acevedo** para ocupar el puesto de Decana de Estudiantes del Recinto de Ciencias Médicas de la Universidad de Puerto Rico. Doy fe que su compromiso con el bienestar de la comunidad estudiantil y liderazgo demostrado a lo largo de su carrera como investigadora y roles administrativos contribuirá al logro de las metas institucionales de nuestro Recinto y la formación profesional de la comunidad estudiantil.

Cordialmente,

Sacha Rivera Sárate, PharmD, BCGP
Catedrática
Decana Auxiliar para Asuntos Estudiantes
Escuela de Farmacia, RCM, UPR

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University of Puerto Rico
School of Medicine
Department of Obstetrics & Gynecology



January 9, 2026

Ad-Hoc Search Committee
UPR-MS

Dear Committee Members,

It is my pleasure to offer my strongest recommendation for Dr. Nivia Pérez Acevedo as a candidate for the position of Dean of Students for the University of Puerto Rico, Medical Sciences Campus. I have worked closely with her as Associate Dean of Biomedical Sciences, and I can state without reservation that she possesses the intellectual rigor, student-centered leadership, and professional vision that this role requires.

Dr. Pérez Acevedo brings more than twenty years of distinguished service as a professor and academic leader. Throughout her tenure, she has demonstrated an unwavering commitment to student success—whether in the classroom, in the laboratory, or through strategic initiatives at the school level. As a supervisor and principal investigator, she has shaped academic trajectories with both high standards and strong mentorship. Her trainees consistently describe her as supportive, available, and deeply invested in their development.

Her accomplishments as Course Director underscore her instructional excellence. She continually refines course structure and content, integrates emergent scientific advances, and incorporates student feedback thoughtfully and systematically. The course incorporates an interprofessional approach, as she maintains and fosters strong collaborations with faculty across departments and specialties, thereby strengthening the student experience and foundational knowledge. It is not a surprise that it remains as one of the most highly evaluated in the program year after year.

As Associate Dean of Biomedical Sciences, Dr. Pérez Acevedo has demonstrated exceptional vision and administrative capability. She has transformed the deanship into a platform that strengthens faculty development, improves research access, and drives programmatic expansion. Under her guidance, a new master's program is being developed, reinforcing the department's competitiveness, appeal, and academic reach. These achievements reflect strategic planning, operational execution, and the long-term foresight essential to contemporary academic leadership.

I have personally observed the breadth of her teamwork and collaborative strengths. During our recent accreditation cycle, Dr. Pérez Acevedo was a constant source of support. Her contributions were thoughtful, timely, and grounded in deep institutional knowledge. She demonstrated remarkable composure, availability, and partnership throughout the process. She was readily available to lead groups that targeted weak areas in our student experience, benefiting the medical students and the School of Medicine. Her efforts have improved their perception and achieved excellent responses in student questionnaires.



University of Puerto Rico
School of Medicine
Department of Obstetrics & Gynecology



My perspective on Dr. Pérez Acevedo is also informed by a relationship that extends beyond administrative collaboration. I first met her as a medical student in her classroom, where her expertise, openness, and availability left a lasting impression. Years later, as a faculty colleague, I have seen her capacity to understand the curriculum at a structural level and improve it thoughtfully. As a leader in academic medicine, I have witnessed firsthand the trust she inspires among graduate learners. Students seek her guidance not only because of her knowledge, but because she listens intently, mediates fairly, and consistently works toward the best possible educational outcome.

As a leader, she brings serenity, optimism, and tenacity. Even in difficult or uncertain moments, she approaches challenges with calm determination and a gracious attitude. She identifies the essential elements required to advance her programs and works across schools and departments with ease and respect. And as a friend, I can attest to her kindness, generosity, and care for those around her. Her attention to detail extends well beyond her work; it reaches the people who collaborate with her every day.

Dr. Pérez Acevedo enters this candidacy with a clear, structured, and forward-looking work plan for the Office of Student Affairs. Her strategic agenda emphasizes excellence grounded in evidence-based decision-making; intentional support systems that cultivate belonging; strengthened student governance partnerships; and the expansion of communication tools, support services, and wellness programs to elevate the student experience. The plan prioritizes transparent operations, recruitment and retention strategies aligned with institutional mission, development of co-curricular and professional identity-building experiences, and a campus-wide culture of collaboration across all schools. It is an actionable roadmap that aligns with campus strategic priorities and demonstrates the operational readiness, vision, and student-centered mindset essential for this role.

In every dimension—scholarship, administration, student advocacy, mentorship, and interpersonal character—Dr. Nivia Pérez Acevedo exemplifies the qualities we seek in senior academic leadership. I offer my full endorsement of her candidacy for Dean of Students and do so with confidence that she will serve with distinction.

Sincerely,

Yailis Medina, MD MAcM FACOG
Director
Curriculum Office, SOM
Associate Professor
Ob/Gyn Department, UPR-SOM