

2016 Annual Performance Report

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University of Puerto Rico-Rio Piedras Campus -- Office of the Dean for Graduate Studies and Research,

Grantee Name

39 PONCE DE LEON AVE, SAN JUAN, PR 00931

Grantee Address

P031S100037

PR Award Number

243221

Unit (NCES) ID

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Title V - Developing Hispanic-Serving Institutions

Department of Education Grant Program

Hispanic-Serving Institutions (HSI)

Project Title

Graduate/Professional school

Type and Control of Institution

Year 6

Grant Year

Authorized Representative:

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Section 1: Executive Summary

1. The impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

During Year 6 for our first no cost extension, our campus (UPR-RP) continued to extend its capacity to conduct research and engage faculty and undergraduate students in their research endeavor. The accomplishment of this goal directly addresses the Title V purpose of: 1) expanding educational opportunities for, and improve the academic attainment of Hispanic students, and 2) expand and enhance UPR-RP's academic offerings, program quality, and institutional stability. The project continues to demonstrate significant progress in actively engage our undergraduates and faculty in a series of activities specifically aimed at: (a) Expanding Undergraduate Faculty Capacity to Actively Engage in Research (b) Expanding Research Opportunities for Undergraduate Students and (c) Strengthening the Institution's Research proposal capacity. Thus, the project steadily supported the development of UPR-RP's ability to create a sustainable research-based academic culture within non-STEM fields. Specifically this Year 6, we have focused on developing these objectives for the first time at the campus wide level. We decided to embark in this new goal in order to demonstrate our acquired capacity to impact all colleges at once. The project's initiatives allowed our institution to further strengthen our academic program quality and improve the academic attainment of Hispanic students conducting research in interdisciplinary fields. As in previous years, Title V staff held periodical meetings with the upper administration, undergraduates and faculty members from all over campus in order to achieve our performance measures. As expected, the project has continued its successful path in our campus by receiving strong support from our university community. We have maintained a strong presence in our campus and increased our visibility via the campus webpage and our interactive iINAS website. Over 1055 undergraduates participated in the all student initiatives. Four research capacity enhancement training workshops were offered. Student evaluations reported an average satisfaction index of 96% on all workshops; 224 undergraduates attended. Nine undergraduates were selected for the SR program. The 2016 Summer Experience Program (SEP) consisted of ten groups with a total of 24 students. Several 2016 SEP and SR participants were accepted in graduate programs and participated in the National Council of Undergraduate Research National Conference. The Fourth Undergraduate Research and Creative Activity Symposium was held on April 7 & 8, 2016. The symposium was a total success with over 144 presentations received from all academic disciplines and a total of 379 participants among them 215 undergraduates. Our digital peer reviewed journal for the publication of undergraduate students' work (IN) Genios, continued its successful third year of publishing. 135 undergraduate students submitted research and creative works to the journal. We published 129 submissions on all volumes thus far. Our third volume (No.2) is scheduled to be published on February 9th, 2017. For the Faculty initiatives have moved from the College-focus format and expanded to the whole campus. The program granted six Summer Research Fellowships (SRF) awarded to scholars across different disciplines: humanities (memoir writing and the history of popular theater), psychology (alcohol abuse, health disparities, HIV stigma) and general social science (spatial memory). We are confident that the scholarly networks emerging from some of these SRFs will impact undergraduate teaching and mentorship but will also result in future proposals for external funds (Dr. Nelson Cruz's research on health disparities and Dr. Rosa Rodríguez's study of spatial memory in particular). We held four Summer Research Institutes (SRI) on various topics. One SRI on (1) data analytics successfully grouped faculty members from various Departments in the School of Business Administration. While the SRI on (2) eye tracking research methodologies joined scholars from the Colleges of Humanities, Social Sciences, and Education, the (3) one on "big data" and smart phones had faculty participants from Social Sciences, Architecture, Business Administration, Information Sciences, General Studies, and Education. Finally, the SRI (4) on cannabis, public policy and entrepreneurship grouped specialists from the Colleges of Social Sciences, Business Administration, and the School of Law. A total of 88 faculty members across various disciplines engaged in undergraduate teaching attended these Institutes. The scholars and specialist recruited for the SRIs also offered public conferences open to faculty, students, and the wider university community, with attendance figures ranging from 25 to 103 persons. These speakers were from institutions such as Hofstra University, University of Florida, and Harvard University, but also from specialized law firms. In addition to the conferences linked to the SRIs, we organized four additional conferences and panels over the period of the first no-cost extension, all of them addressing topics of contemporary relevance for faculty and undergraduate students. During the Fall semester, these included a panel on tax policies and another on multidisciplinary approaches to the use of Cannabis. In the Spring semester, the conferences addressed the current state of the humanities, the impact of social media among youth, and the political economy of contemporary Puerto Rico. For these events, we brought specialists from institutions such as Emory University, the University of Connecticut Law School, and a Washington DC-based consulting firm, Manchester Trade, who joined UPR scholars and local specialists. Finally, as part of our engagement with faculty members and students we hosted a seminar by invitation on Puerto Rico's economic crisis open to faculty and our Scholars-in-Residence students, but with the participation of leading figures of local economic and policy institutions. We organized two book discussions around recent publications in the fields of anthropology, history, and the study of race and discrimination. Evaluations indicate consistent satisfaction levels over the 90% for the majority of these activities. Of all these successful activities, we can single out two as those having a major impact at the institutional level; first, the panel on multidisciplinary approaches to Cannabis, and second, the conference on "big data" and statistics. Attendance for both of these activities surpassed the 100 participants and they have resulted in lasting initiatives by local scholars.

2. How has the grant helped to carry out the mission of the institution?

UPR-RP mission is based on its history and cultural heritage, which distinguishes it from other campuses in the UPR system. This cultural heritage is the basis for its development, and defines its mission and distinctive contribution within the UPR system.

The UPRRP mission is:

1. To promote the integral development of students through curricula that support their intellectual curiosity, critical thinking, lifelong learning, effective communication, appreciation of ethical and aesthetic values, participation in campus activities, reflection, and social responsibility.
2. To provide graduate education of the highest quality in which research and creative activity are core elements and strengthen undergraduate education. In addition, to provide post-baccalaureate programs for training of highly skilled professionals committed to the ideals and values of Puerto Rican society.
3. To provide undergraduate education of excellence with a holistic view of knowledge. This should embrace both general education and specialized training, and develop independent study and research skills within our students.
4. To develop teaching, research, and community service in accordance with the historical and social reality of Puerto Rico, in harmony with its Caribbean and Latin American context and with projection into the international community. To enrich and strengthen knowledge relevant to the consolidation of Puerto Rican nationality, history, language and culture and to facilitate the development and dissemination of knowledge worldwide.
5. To develop innovative research, community service initiatives and continuing education programs that reflect and contribute to the academic and professional work within the campus. These programs should also contribute to the transformation and continuous improvement of the Puerto Rican society, the analysis and formulation of solutions to economic and political problems of the country, and improving the quality of life.

The present Title V grant results from the strategic plan proposed by our university in the UPR Strategic Plan 2017-2022 which is aligned with the UPR mission statements. Therefore, the present grant directly helps our institution in strengthening all research initiatives described in its mission. Both student and faculty initiatives aim at enhancing undergraduate research innovation among non-STEM disciplines. Through several faculty initiatives, this Title V grant empowers faculty to improve their academic endeavor by engaging more undergraduate students into research. The grant has also provided for academic exchange between our researchers and renowned international scholars and institutions. The development and growth of the Office for Sponsored Research Programs and Entrepreneurial initiatives within the Office of the Dean of Graduate Studies and Research has been instrumental in the advancement of research activity within our campus. Funding support for training of staff involved in grant management activities has been extremely beneficial to researchers prior and following the proposal submission. Moreover, the establishment of the new undergraduate research and learning center (CRIIAS) to be inaugurated in October 2017 will provide students and faculty with a new venue of active interaction and create the academic and research culture required for creative thinking and innovation.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

The academic and research scenarios available for undergraduate students and faculty teaching undergraduate courses in our campus are in constant development. One of the unexpected outcomes from this project continues to be the increased visibility of our office for research support and information for our undergraduate community interested in multidisciplinary research. Specifically, our office provides accessible and diverse services to our undergraduate student population seeking assistance for engaging in research activities and the creative process. We continue to offer counseling and mentoring to students in the completion of a research project and the development of their research capacities. Moreover, our office organized and sponsored meetings and other academic venues that allowed a significant number of undergraduate students from different disciplines to present their results to the public and engage in critical thinking of their research projects. We are also have the objective to recruit pre-college students at their senior year to engage in research as early as freshman year. In addition, our staff constantly provided advise and mentoring to our faculty in developing their research ideas and achieving the completion of their research projects. Based on our experience and assessment of the present needs of our undergraduate community we submitted and got approved a no-cost extension of our budget to enhance the influence of our office by establishing: CRIIAS. CRIIAS is in accordance with the UPR Strategic Plan 2017-2022, Goal 1: developing UPR-RP into the flagship research institution. As part of the programmatic objectives for faculty research development in this proposal, it is projected that CRIIAS will sponsor and organize year-round events and programs specially focused on new research areas of inquiry and multi-interdisciplinary approaches for faculty and undergraduate students within our campus. In addition, CRIIAS will offer meeting and working spaces for SRs and other undergraduate research programs that may require administrative and mentoring support. Moreover, it is expected that CRIIAS will become a premier interactive technology and resource based center for undergraduate research in our campus. We are convinced that CRIIAS in

conjunction with the Office of sponsored Research and Business initiatives will become a knowledge hub within our university community and a positive and much needed change to the research culture of our campus. Another unexpected outcome was an immediate success of our undergraduates in achieving their academic and research goals beyond their expectations. Our fourth annual Undergraduate Research and Creative Activity Symposiums have become a popular and engaging venue for our undergraduate students from all disciplines to present their research and creative work. Every year we have significantly increased our numbers of participants, activities and presentations during the Symposium. Last year we organized the Fourth edition of this important activity in our campus. We have worked hard to change the institutional vision of undergraduate research in our campus for one that is inclusive and diverse. Our symposiums continue to set the standards for an academic and research setting where the arts, sciences, business and humanities research and creative work come together in a unique conversation. Consistently, the two colleges with the highest participation are Social Sciences and Humanities. However, we have witnessed an increase in undergraduate students from the College of Business Administration also participating in these symposiums. Finally, a very rewarding and unexpected outcome has been the popularity and submission rate that our digital journal [IN]Genios has received. From a multidisciplinary perspective, [IN]Genios gathers original research articles and creative projects whose principal authors are undergraduate students. Undergraduate students from the different academic programs at our campus can submit their projects. More importantly, [IN]Genios has been incorporated to the Latin Index database for international reference of the articles. Regarding the creative projects, the journal considers for publication a variety of formats including essays, poems, short stories, art and even music.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

The main objective of the Title V project is to expand opportunities in research and creativity projects for faculty and undergraduate students within the five academic colleges of our institution: 1) College of General Studies (2010-2011), 2) College of Social Sciences (2011-2012), 3) College of Education (2012-2013), 4) College of Humanities (2013-2014) and 5) College of Business Administration (2014-2015). From October 1st, 2010 through September 30th, 2016, a total of 9,177 individuals have participated in iINAS' initiatives and activities (4,952 undergraduates; 2,211 professors). As part of the students' initiatives, iINAS offered in the last six years: several capacity enhancement workshops (43 workshops with a total of 1,414 participants; 1,087 out of them were undergraduates); a mentorship program of one academic year (Scholars in Residence; 49 undergraduates within the Colleges of General Studies, Social Sciences, Education, Humanities, Business Administration and the School of Architecture); and the Summer Research and Creation Experiences initiative (189 undergraduates). For faculty, this project also offered: capacity enhancement workshops (19 workshops with a total of 391 participants; 200 out of them were professors); Seminars on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum (from 2010 through 2015 we offered 24 seminars and six conferences on 2015-2016; a total of 1,267 participants, 376 out of them were professors); Mini-grants (16 mini-grants awarded); Summer Research Institutes (19 Institutes with 1,140 participants; 691 professors); and Faculty Summer Fellows (73 professors). Since 2013, iINAS has been organizing an Annual Undergraduate Research and Creation Symposium in which UPR-RP's undergraduates from across the campus have presented their projects. Also, this symposium includes poster presentations, plenary sessions, workshops, art exhibits, among other activities. The establishment of the Research and Creative Activity Online Journal ([IN]Genios) the first online journal exclusive for undergraduate research and creative work is another achievement; its publications include 129 articles (40 research and 89 creative articles) among three volumes with two numbers each. A total of 135 undergraduates have been publishing their research and creative projects in this online journal. On February 13th, 2017 the second number of our third volume (Vol. 3 No. 2) will be available through the journal's website. Since October 1st, 2016, iINAS had been continuing its development thus facilitating the expansion of our opportunities and services to undergraduates and professors from all academic areas within our campus. Moreover, this year 2017 iINAS will establish CRIIAS at the college of Natural Sciences. In addition, our grant contributed in facilitating grant submission in non-STEM disciplines through our Pre-award office. It is important to highlight that a total of 123 proposals were submitted for several federal funding agencies. This is an increase of 41% over the 2009 baseline reported one percent more than last year. A total of 51 proposals were accepted for federal funding.

Section 2: Accreditation

Institution's primary accrediting agency.

X Middle States Association of Colleges and Schools

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: \$52,959.99

Total federal dollars spent on Title III/V project management and evaluation: \$7,500.00

Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$45,459.99

Total number of activities: 1

Grant Activities and Outcomes

Grant activity:

Strengthening UPR-RP through Development of a Research-Based Academic Culture

Total Spent: \$38,466.30

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	\$3,662.42	10
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	\$18,000.00	47
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$10,147.88	26
Tutoring, counseling, and student service programs designed to improve academic success.	\$6,656.00	17

Process Measures

LAA Category: *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

Did the amount of scientific or laboratory educational equipment rented or leased increase?	Yes
<i>If yes:</i> Start \$ spent on equipment <u>0.00</u> End \$ spent on equipment <u>3662.42</u> Application Objective <u>3662.42</u>	
Did the quality of scientific or laboratory educational equipment rented or leased improve?	Yes
Did the number of students with access to scientific or laboratory educational equipment rented or leased increase?	Yes
<i>If yes:</i> Start # students <u>0</u> End # students <u>233</u> Application Objective <u>150</u>	

Did the amount of scientific or laboratory educational equipment purchased increase?	Yes
<i>If yes:</i> Start \$ spent on equipment <u>0.00</u> End \$ spent on equipment <u>3662.42</u> Application Objective <u>3662.42</u>	
Did the quality of scientific or laboratory educational equipment purchased improve?	Yes
Did the number of students with access to scientific or laboratory educational equipment purchased increase?	Yes
<i>If yes:</i> Start # students <u>0</u> End # students <u>233</u> Application Objective <u>150</u>	
Did the quality of scientific or laboratory research equipment rented or leased improve?	Yes
Did the number of students with access to scientific or laboratory research equipment rented or leased increase?	Yes
<i>If yes:</i> Start # students <u>0</u> End # students <u>233</u> Application Objective <u>150</u>	
Did the amount of scientific or laboratory research equipment purchased increase?	Yes
<i>If yes:</i> Start \$ spent on equipment <u>0</u> End \$ spent on equipment <u>233</u> Application Objective <u>150</u>	
Did the quality of scientific or laboratory research equipment purchased improve?	Yes
Did the number of students with access to scientific or laboratory research equipment purchased increase?	Yes
<i>If yes:</i> Start # students <u>0</u> End # students <u>233</u> Application Objective <u>150</u>	

LAA Category: *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

Were relevant staff trained in how to use new administrative management systems?	Yes
<i>If yes:</i> Start # trained staff <u>0.00</u> End # trained staff <u>25</u> Application Objective <u>10</u>	
Did you establish or enhance a funds management quality control system?	Yes
Did you establish or enhance an institutional research system?	Yes

LAA Category: *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

Did the number of faculty trained in educational technology increase?	Yes
<i>If yes:</i> Start # of faculty trained <u>0.00</u> End # of faculty trained <u>224</u> Application Objective <u>160</u>	

Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 224 </u> Application Objective <u> 160 </u>	
Other Did the number of the summer research fellows increased?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 6 </u> Application Objective <u> 6 </u>	
Other Did the number of reserch instututes increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 4 </u> Application Objective <u> 3 </u>	

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u> 0.00 </u> End # <u> 22 </u> Application Objective <u> 10 </u>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 40 </u> Application Objective <u> 30 </u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 40 </u> Application Objective <u> 30 </u>	
Did the number of students satisfied with tutoring services increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 40 </u> Application Objective <u> 30 </u>	
Did the number of students satisfied with counseling services increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 40 </u> Application Objective <u> 30 </u>	
Did the academic attainment of students using tutoring services increase?	Yes
<i>If yes: methodology used:</i> Teacher survey	

Other Did the workshop for Scholar's in Residence increased?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>13</u> Application Objective <u>8</u>	

Focus Area: Academic Quality Outcomes

This section depicts institutional outcomes that can be categorized in this focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Other, please specify: Has the number of undergraduate faculty conducting research with undergraduate increased?	Yes
<p><i>If yes:</i> Initial # <u>0</u> Final # <u>21</u> Goal <u>10</u></p> <p><i>I would like to provide a brief supporting statement:</i> In Year 6, we had a total 28 professors actively engaged in research with the undergraduate students. These include our SR mentors, the summer experience research mentors and the summer research faculty fellows.</p>	
Other, please specify: Has the number of undergraduate students engaged in research increased?	Yes
<p><i>If yes:</i> Initial # <u>0</u> Final # <u>448</u> Goal <u>150</u></p> <p><i>I would like to provide a brief supporting statement:</i> A total of 448 students were actively engaged in research activities. These include students in SR program, summer experience, undergraduate students that participated in workshops and those that participated in the Fourth research Symposium. Of the total number of undergraduate students of Year 6, 48% participated in the Fourth Research Symposium.</p>	

Section 4: Project Status

Below is a list of objectives for each activity carried out over the current reporting period.

Activity: Strengthening UPR-RP through Development of a Research-Based Academic Culture

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By September 2016, the number of UPR-RP campus faculty actively participating in research has increased by 50% over 2009 baseline. Fall 2009 baseline = 163 of 787 (21%) UPR-RP non-STEM disciplines faculty conducting research.	A total of 333 professors out of 689 UPR-RP faculty campus-wide participated in our programmatic initiatives. This constitutes approximately 50% of the total number of permanent and tenure track professors of our campus that are actively conducting research following iINAS initiatives in non-STEM disciplines. This constitute a 30 % increase of the 2009 baseline which is a significant and encouraging improvement from previous years prior to our Title V grant.
By September 2016, the number of UPR-RP undergraduate students actively participating in research activity increased by 30% over 2009 baseline. Fall '09 baseline = 367 of 13,351 (2.7%) undergrad students conducting research in non-STEM disciplines	A total of 1055 of 10,853 UPR-RP undergraduates conducted research. This constitutes approximate a 10% of the total number of fulltime undergraduate students in our campus. This increase is almost a 3-fold increase than the baseline of 2.7% previously reported in 2009.
By September 2016, the number of faculty/staff preparing and research grant proposals to funding agencies has increased by 25% over 2009 baseline.	A total of 123 proposals within the report period 2015-2016 academic year were submitted for several funding agencies. This is an increase of 41% over the 2009 baseline reported one percent more than last year. A total of 51 proposals were accepted for federal funding. We expect a continuous and robust response of grant-writing and successful funding for next year 2017 and beyond.

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$0.00	\$90,000.00	\$10,000.00	\$0.00	\$80,000.00	\$0.00	No
Fringe Benefits	\$0.00	\$30,456.12	\$8,000.00	\$0.00	\$22,456.12	\$0.00	No
Travel	\$0.00	\$14,965.99	\$6,690.75	\$0.00	\$8,275.24	\$0.00	No
Equipment	\$0.00	\$453,000.00	\$0.00	\$0.00	\$453,000.00	\$0.00	No
Supplies	\$0.00	\$175,000.00	\$9,371.36	\$0.00	\$165,628.64	\$0.00	No
Contractual	\$0.00	\$43,091.00	\$6,147.88	\$0.00	\$36,943.12	\$0.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$116,834.00	\$12,750.00	\$0.00	\$0.00	\$0.00	No
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$104,084.00	\$0.00	No
Total	\$0.00	\$923,347.11	\$52,959.99	\$0.00	\$870,387.12	\$0.00	

Budget Narrative

Following an evaluation of our current budget we identified a total of \$870,387.12 funds on different budget line items that have not been spent at the end of the sixth year. In order to accomplish our programmatic goals and complete all of our proposed objectives we were awarded approval for a second no-cost extension of our grant in September 10, 2016.

The proposed budget was reviewed and approved by the UPR Finance and Post Award Offices. We will be able to continue working towards the completion of the remodeling of the Undergraduate Research and Learning Resources Center (CRIIAS). Also, we will be able to continue with the implementation of other programmatic activities:

Salaries- We are requesting for Year 7 the full salaries of our administrative assistant and Project Administrator; these resources are essential as they constitute the minimal administrative structure required by this project. Mentors for Scholars in Residence - The Scholars in Residence (SR) program has been one of our most successful student initiatives. Unspent funds allocated for Year 7 will allow us to sponsor five new SR mentors and mentees from the different Colleges within our campus. One of our programmatic goals is to institutionalize this effort and having undergraduates and faculty from the different Colleges within our campus participating actively in this initiative funded by our Office.

Fringe benefits - Funds are requested to cover the FB of the administrative assistant, Project administrator and mentors. Securing these funds for one additional year will ensure having the minimal administrative structure required by this project on a daily basis and also compliance with laws regulating contracts and services.

Travel – As part of our programmatic agenda, these funds are necessary to cover travel expenses of the Project Director and Coordinators as part of their participation in different academic events and because of the collaborative agreement between the project and the Leadership Alliance. Also, this will help cover travel expenses of iINAS' key personnel to participate in different capacity enhancement trainings for CRIIAS.

Equipment and Supplies - CRIIAS will be located at the College of Natural Sciences. In this central location, students from all over campus will be able to enjoy a new learning commons with all the support required to engage in undergraduate research and creation. This initiative is essential for the institutionalization of our Office and services. Thus, the extension of this budget line item is crucial for establishing a functional and accessible center that at the present time is non-existent in our campus. It is important to note that our Chancellor has assigned institutional funds for CRIIAS to support our activities and initiatives that originated with Title V funds following the end of federal funding. The upper administration of the University demonstrated a strong commitment to the future of CRIIAS. Thus, an extension to this initiative is crucially needed to continue with the purchase of materials, equipment and to cover all remodeling costs.

Contractual - Plenary lectures: In order to continue to enhance our research and creative work training for both undergraduate students and faculty across campus, we request to utilize unspent funds to sponsor the travel and visit expenses of two distinguished guest lecturers. As in previous years, we will use these funds to bring renowned guest speakers to share their knowledge with our university community. This effort will certainly continue to cultivate a trans-disciplinary academic and research culture among our students and faculty. **Webmaster and Technological Support:** To complete the online journal

transition from the current digital platform to an open source; maintenance of the online journal website; maintenance and updating of the database system.

Other - Research Institutes - Funds will support the Faculty Research Institute initiative. We plan to continue with these activities. Successful institutes in the past have yielded several academic and research products across disciplines. The remaining funds will cover a stipend for the Institutes coordinators. Faculty from the different colleges across campus can participate of this competitive call for proposals.

Faculty Summer Fellows - Just like the SR program, the summer research travel fellows for faculty have also achieved successful outcomes. With these unspent funds, we will support up to five (5) fellows to travel for research or creative purposes (up to \$3,000 will be award for each fellow). Faculty from the different colleges across campus can participate of this competitive call for proposals.

5th Annual Undergraduate Research and Creation Symposium - Available funds will be used to cover expenses related to the main event. The last four years this initiative have been very successful resulting in thousands of students and faculty attending. During previous symposiums we have coordinated plenary lectures, oral presentations, poster sessions, artwork exhibits, workshops, panels and recitals. It is important to note that this campus wide event is multidisciplinary in nature and is the only one of its kind in our institution. It is one of our most important activities with a strong measurable outcome in participation, outreach and impact.