

## 2015 Annual Performance Report

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

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Name of College/University

P031S100037

PR Award Number

243221

Unit Identification

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### Title V - Developing Hispanic-Serving Institutions

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Department of Education Grant Program

### Hispanic-Serving Institutions (HSI)

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Project Title

Graduate/Professional school

Type and Control of Institution

Year 5

Grant Year

### Authorized Representative:

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## Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to "expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education."

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

During Year 5, 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 5, we have focused on developing these objectives within the College of Business Administration. 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. Title V staff held periodical meetings with the upper administration, undergraduates and faculty members from the College of Business Administration in order to achieve our performance measures. 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. For our web research database, over 250 questionnaires have been received from researchers.

Over 404 undergraduates participated in the all student initiatives. Nine research capacity enhancement training workshops were offered. Student evaluations reported an average satisfaction index of 96% on all workshops; 255 undergraduates attended. Five undergraduates were selected for the SR program. The 2015 Summer Experience Program (SEP) consisted of ten groups with a total of 24 students. Several 2014 SEP and SR participants were accepted in graduate programs and participated in the National Council of Undergraduate Research National Conference. The Third Undergraduate Research and Creative Activity Symposium (TESIC in Spanish) was held on April 9 & 10, 2015. TESIC was a total success with over 231 presentations received from all academic disciplines and a total of 443 participants among them 269 undergraduates. As scheduled, (IN) Genios, our digital peer reviewed journal for the publication of undergraduate students' work continued its successful second year of publishing. 148 undergraduate students submitted research and creative works to the journal. We published 39 submissions on the first volume (No.1 and No.2). Our second volume (No.1) is scheduled to be published on February 9th, 2016.

Regarding Faculty Initiatives, 14 Summer Research Fellowships were awarded: one in the College of Social Sciences (CSS), one in the College of Humanities, one in the College of General Studies, one in College of Education, one in the School of Architecture and nine from College of Business Administration. In addition, four Integration Seminars were held at the College of Business and Administration. A total of 41 faculty attended these seminars. Three mini-grants were also awarded. Furthermore, three Summer Research Institutes (SRI) were offered with a total of 55 faculty attending. Moreover, eight Research Capacity Enhancement Training Workshops on diverse topics like: Quantitative research using R, Best practices in Crowd-funding, Basic concepts in Statistical analysis, the serious business of teaching with comics, the use of cinema in undergraduate business courses were also offered. A total of 139 professors attended these workshops. As part of the Research, Discovery and Innovation Seminars we offered one entitled: Research in commercialization and innovation seminar for professors and students. Two additional seminars focused on innovation and technology were also offered. Faculty evaluations reported an average satisfaction index of 95% on all workshops.

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 Vision 2016 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) approved by the program officer in 2013 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.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.

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, 2015, a total of 7,321 individuals have participated in iNAS initiatives and activities (3,851 undergraduates; 1,868 professors). As part of the students' initiatives, iNAS offered in the last five years: several capacity enhancement workshops (38 workshops; 1,168 participants, 879 out of them were undergraduates); a mentorship program of one academic year (Scholars in Residence; 32 undergraduates); and the Summer Research and Creation Experiences (165 undergraduates). For faculty, this project also offered: capacity enhancement workshops (391 participants, 200 out of them were professors); Seminars on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum (24 Seminars; 851 participants, 333 out of them were professors); Mini-grants (16 mini-grants); Summer Research Institutes (15 Institutes; 811 participants, 516 out of them were professors); and Faculty Summer Fellows (67 fellows). Since 2013, iNAS 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 work and creative work is another achievement; its publications include 39 articles between both numbers of its first volume and 25 articles in the first number of its second volume. Following the completion of federal funding, iNAS will embark a new stage in its development thus facilitating the expansion of our opportunities and services to undergraduates and professors from all academic areas within UPR-Rio Piedras campus. Moreover, next year iNAS will establish at the College of Natural Sciences, The Undergraduate Learning Commons and Interdisciplinary Research Center (ULCIRC) or Centro de Recursos para la Investigación Interdisciplinaria y el Aprendizaje Subgraduado (CRIIAS, for its acronym in Spanish). Such is the success of our program that the UPRRP Chancellor Dr. Carlos Severino allocated recurrent institutional funds for the next five years (2015-2020) to support our office and initiatives.

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. 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: The Undergraduate Learning and Interdisciplinary Research Office (ULIRO) or CRIAS in Spanish. ULIRO is in accordance with the Strategic Plan University 2016, 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 ULIRO 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, the ULIRO 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 the ULIRO will become a premier interactive technology and resource based center for undergraduate research in our campus. We are convinced that ULIRO in conjunction with the Office of sponsored Research and Business initiatives will bring 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 three 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. This year we are already organizing 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. Regarding the creative projects, the journal considers for publication a variety of formats including essays, poems, short stories, art and even music. iINAS facilitated the journal's assembly and the constitution of its Editorial Board. [IN]Genios' first volume has two (2) numbers that were published last year: its first number (Vol. 1, Num. 1) on September 2014 and its second number (Vol. 1, Num. 2) on February, 2015. A total of 39 research articles and creative projects were included between both numbers of [IN]Genios' first volume. On the other hand, the first number of the second volume (Vol. 2, Num. 2) was published on September 2015 including 25 research articles and creative projects. We expect the second number of this volume to be published on February 9, 2016. Remarkably, undergraduate students have participated in the development of various components of [IN]Genios. First, its logo was designed by an undergraduate student from the School of Architecture and the College of Humanities. This student's proposed logo was selected from the drawings submitted by a group of undergraduates to [IN]Genios' logo contest. Second, both the design and assembly of [IN]Genios' website were made by an undergraduate student from the School of Communication who is also collaborating in iINAS. Third, both [IN]Genios' Editor in Chief and Associated Editor developed an editorial internship that allows an undergraduate to be part of the editing processes of this journal. Finally, undergraduate students have been participating as members of this journal's editorial board.

## **Section 2: Accreditation**

### **Accreditation**

Institution's primary accrediting agency.

  X   Middle States Association of Colleges and Schools

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Strengthening UPR-RP through the Development of a Research-Based Academic Culture**

Total \$ spent on this activity during the current reporting period: \$339,998.39

Focus Area: *Academic Quality*

<b>Title V Legislative Allowable Activities</b> [Note: All listed activities are directly from the legislation.]	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	6,367.63	2
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	185,014.08	54
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	91,174.63	27
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	57,442.05	17
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>339,998.39</b>	<b>100%</b>

## Process Measures for “Strengthening UPR-RP through the Development of a Research-Based Academic Culture”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

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

<b>Did the amount of scientific or laboratory educational equipment rented or leased increase?</b>	Yes
<i>If yes:</i> Start \$ spent on equipment <u>  0.00  </u> End \$ spent on equipment <u> 5897.23 </u> Application Objective \$ <u> 5897.23 </u>	
<b>Did the quality of scientific or laboratory educational equipment rented or leased improve?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of students with access to scientific or laboratory educational equipment rented or leased increase?</b>	Yes
<i>If yes:</i> Start # students <u>  0  </u> End # students <u> 404 </u> Application Objective # <u> 150 </u>	
<b>Did the amount of scientific or laboratory research equipment rented or leased increase?</b>	Yes
<i>If yes:</i> Start \$ spent on equipment <u>  0.00  </u> End \$ spent on equipment <u> 5897.23 </u> Application Objective \$ <u> 5897.23 </u>	
<b>Did the quality of scientific or laboratory research equipment rented or leased improve?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of students with access to scientific or laboratory research equipment rented or leased increase?</b>	Yes
<i>If yes:</i> Start # students <u>  0  </u> End # students <u> 404 </u> Application Objective # <u> 150 </u>	
<b>Did the quality of scientific or laboratory research equipment purchased improve?</b>	Yes
<i>No standardized data elements</i>	

<b>Did the number of students with access to scientific or laboratory research equipment purchased increase?</b>	Yes
<i>If yes:</i> Start # students <u>  0  </u> End # students <u> 404 </u> Application Objective # <u> 150 </u>	

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

<b>Were relevant staff trained in how to use new funds management systems?</b>	Yes
<i>If yes:</i> Start # trained staff <u>  0  </u> End # trained staff <u> 25 </u> Application Objective # <u> 10 </u>	
<b>Did you establish or enhance a funds management quality control system?</b>	Yes
<i>No standardized data elements</i>	
<b>Did you establish or enhance a purchasing and inventory management system?</b>	Yes
<i>No standardized data elements</i>	
<b>Did you establish or enhance an institutional research system?</b>	Yes
<i>No standardized data elements</i>	

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

<b>Did the number of faculty trained in educational technology increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>  0  </u> End # of faculty trained <u> 205 </u> Application Objective # <u> 160 </u>	
<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>  0  </u> End # of faculty <u> 205 </u> Application Objective # <u> 160 </u>	
<b>Other: Did the number of summer research fellowship increase?</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u> 14 </u> Application Objective <u> 12 </u>	



<b>Other: Did the number of research institutes increase?</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u>  3  </u> Application Objective <u>  3  </u>	

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

<b>Did the number of tutors increase?</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u> 11 </u> Application Objective # <u>  5 </u>	

<b>Did the number of students using tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u> 29 </u> Application Objective # <u>  5 </u>	

<b>Did the number of students using counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u> 29 </u> Application Objective # <u>  5 </u>	

<b>Did the number of students satisfied with tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u> 29 </u> Application Objective # <u>  5 </u>	

<b>Did the number of students satisfied with counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u> 29 </u> Application Objective # <u>  5 </u>	

<b>Did the academic attainment of students using tutoring services increase?</b>	Yes
<i>If yes, methodology used:</i> Teacher survey	

<b>Other: Did the workshop for Scholar's in Residence increase?</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u> 10 </u> Application Objective <u>  8 </u>	

## Focus Area: Academic Quality Outcomes

This section depicts institutional outcomes that can be categorized in the Academic Quality 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.

<b>Has the number of new academic programs increased?</b>	Yes
<p><i>If yes:</i>                  Initial # <u>  0  </u>                  Final # <u>  0  </u>                  Goal <u>  0  </u></p> <p><i>I would like to provide a brief supporting statement:</i></p>	
<b>Other, please specify:</b> Has the number of undergraduate faculty conducting research with undergraduate increased?	Yes
<p><i>If yes:</i>                  Initial # <u>  0  </u>                  Final # <u> 24 </u>                  Goal <u> 23 </u></p> <p><i>I would like to provide a brief supporting statement:</i> In Year 5, we had a total 24 professors actively engaged in research with the undergraduate students. These include our SR mentors, and the summer experience research mentors and the summer research faculty fellows.</p>	
<b>Other, please specify:</b> Has the number of undergraduate students engaged in research increased?	Yes
<p><i>If yes:</i>                  Initial # <u>  0  </u>                  Final # <u> 404 </u>                  Goal <u> 150 </u></p> <p><i>I would like to provide a brief supporting statement:</i> A total of 404 students were actively engaged in research activities. These include students in SR program, summer experience, other undergraduate students working with faculty they received our summer research fellowship. Of the total number of undergraduate students of Year 5, 67% participated in the Third participated in the Third Research Symposium.</p>	

## Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

**ACTIVITY:** Strengthening UPR-RP through the 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 2015, the number of UPR-RP Business Administration faculty actively participating in research has increased by 50% over 2009 baseline. Fall 2009 baseline = 19 of 111 (17.1%) Business Administration faculty conducting research.	A total of 50 CBA professors participated in our faculty research initiatives from Business Administration. This constitutes a 50% of the number of professors conducting research in the BA faculty engaged in research.  A total of 96 CBA faculty members participated in the three interdisciplinary research projects. This constitute a 86% of 2009 baseline of 111 members, which is a significant and encouraging improvement from previous years prior to our the Title V grant.
By September 2015, the number of UPR-RP Business Administration undergraduate students actively participating in research activity increased by 30% over 2009 baseline. Fall '09 baseline = 100 of 2,614 (3.8%) undergrad Bus. Admin. students conducting research	A total of 404 undergraduates from the College of Business Administration engaged in research activities sponsored by our initiatives. This increase is 15% more than the baseline of 3.8% previously reported in 2009. A significant number of Business Administration undergraduates participated in several research workshops, summer, research experience and our Scholars in Residence program.
By September 2015, the number of faculty/staff preparing and research grant proposals to funding agencies has increased by 25% over 2009 baseline.	A total of 108 proposals within 2015 academic year were submitted for several funding agencies. This is an increase of 30% over the 2009 baseline reported one percent more than last year. A total of 32 proposals were accepted for federal funding. We expect a continuous and robust response of grant-writing and successful funding for next year 2016 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	\$44,820.53	\$212,741.00	\$206,396.78	\$0.00	\$51,164.75	\$0.00	No
Fringe Benefits	\$30,495.49	\$72,332.00	\$72,371.37	\$0.00	\$30,456.12	\$0.00	No
Travel	\$5,520.73	\$11,500.00	\$2,054.74	\$0.00	\$14,965.99	\$0.00	No
Equipment	\$265,229.00	\$52,424.00	\$0.00	\$0.00	\$317,653.00	\$0.00	No
Supplies	\$148,532.00	\$17,250.00	\$9,239.46	\$0.00	\$10,011.43	\$0.00	No
Contractual	\$64,782.62	\$20,175.00	\$6,656.20	\$0.00	\$78,301.42	\$0.00	No
Construction	\$53,000.00	\$0.00	\$0.00	\$0.00	\$53,000.00	\$0.00	No
Endowment	\$200,000.00	\$100,000.00	\$0.00	\$0.00	\$300,000.00	\$0.00	No
Other	\$17,804.63	\$143,925.00	\$143,279.84	\$0.00	\$18,449.79	\$0.00	No
<b>Total</b>	<b>\$830,185.00</b>	<b>\$630,347.00</b>	<b>\$439,998.39</b>	<b>\$0.00</b>	<b>\$874,002.50</b>	<b>\$0.00</b>	

## Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

Following an evaluation of our current budget we identified a total of \$874,002.50 funds on different budget line items that have not been spent at the end of the five years. In order to accomplish our programmatic goals and complete all our proposed objectives we are awarded approval for a no-cost extension of our grant in September 10, 2015.

Please note that we have re-programmed our budget without changing approved objectives. In addition, this proposed budget was reviewed and approved by the UPR Finance and Post Award Offices. The following are the activities that we will be able to complete if a one-year no-cost extension is approved: Undergraduate research and learning resources Center (CRIIAS)- The remodeling of our Undergraduate Research Office has confronted considerable delays, however, we are confident that we will be able to accomplish this objective by the end of 2017.

Activities:

1. CRIIAS will be located at the Library of 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. 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.

2. Salaries- We are requesting for Year 6 the full salaries of our administrative assistant and Administrator. In addition, we are requesting the 50% salary for the Program Director and 50% salary for both academic coordinators.

3. Fringe benefits (FB)- Funds are requested to cover the FB of the administrative assistant, Project administrator, Program Director and Academic Coordinators. Securing these funds for one additional year will ensure a successful transition into the institutionalization of our office and services.

4. Minigrants- The minigrants initiative offers faculty from each of the targeted Colleges funds to incorporate research modules to courses following a year of grant support in their respective College. We are requesting that the funds allocated for minigrants be transferred for an additional year so faculty from the College of Business Administration and other Colleges previously served can benefit from this initiative. In the past, our minigrants application was competitive in nature. Moreover, the minigrants have resulted in dozens of research modules within multidisciplinary curriculum. The mini grant call for proposals for the College of Business starts in August 2015 thus we need to have continuity in the access to these funds in order to cover these expenses.

5. Research seminars and Research Institutes- Funds are requested for three faculty research seminars and three Research Institute for Year 6, we will continue to organize these activities during the academic year and make them open to all Colleges. Successful seminars and institutes in the past have yielded several academic and research products across disciplines. The remaining funds will be used to cover faculty stipends for the seminar coordinators and participants (20 professors/seminar).

6. 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. Grant writing and management workshops: Funds are still available to cover the expenses and travel of resources from NSF, NIH, NEH and other funding agencies to train our faculty in successful grantmanship skills. Our previous workshops have been very helpful and instrumental in strengthening our grant proposal portfolio within each sponsored College. These workshops are extremely useful to strengthen writing skills and best practices in grant submissions.

7. Evaluation costs - Funds are requested for covering the final evaluation of our grant objectives. This evaluation report will also be needed to help our office in the selection of the best practices and strategies to transition from federal to institutional support in future years. At the end of the funding cycle, the evaluators will submit their final evaluation report and submit a institutionalization plan.

8. 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 6 will allow us to sponsor five new SR fellows from the different Colleges of our

campus. One of our programmatic goals is support efforts to establish a SR program in each of the Colleges with funds from our Office.

9. Faculty summer travel fellowships- Just like the SR program, the summer research travel fellowships for faculty have also achieved successful outcomes. We are requesting that the unspent funds for this initiative be used to cover five travel awards during the academic year (\$5,000/professor).

10. 4th Annual Undergraduate Research Symposium- We request authorization to utilize available funds to cover expenses related to our annual undergraduate research and creative work symposium. The last three years of this particular initiative have been very successful resulting in thousands of students and faculty attending. During the previous symposiums we have coordinated plenary lectures, oral presentations, poster presentations, artwork exhibition, 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.