EVALUATION PROGRESS REPORT

2013-2014

Iniciativas de Investigación y Actividad Creativa Subgraduadas (iINAS)

Acknowledgement,

Executive Summary

The project *Iniciativas de Investigación y Actividad Creativa Subgraduadas* (iINAS) is funded by a grant from the Developing Hispanic-Serving Institutions Program - Title V, Department of Education. The primary goal of iINAS is to expand the University of Puerto Rico Rio Piedras Campus (UPR-RP) undergraduate faculty and student's capacity to conduct research on fields other than natural sciences. The iINAS three project strands are as follow: (1) expanding undergraduate faculty capacity to actively engage in research, (2) expanding research opportunities for undergraduate students, and (3) improve the institution's grant writing and fundraising capacity.

This report focuses on the external evaluation performed by the Division of Community Services of the Center for Evaluation and Sociomedical Research (CIES), Graduate School of Public Health, University of Puerto Rico Medical Sciences Campus. The project evaluation focused on the activities carried out within the College of Humanities during the 2013-2014 year. The primary objectives of this evaluation were to assess participants' satisfaction with the trainings and workshop sessions supported by the iINAS project; usefulness and relevance for their professional development and collaborations established. The project contributions at the institutional level were also evaluated. The external evaluators analyzed previously collected data (*secondary data analysis*). A variety of evaluation instruments were consider during the analysis *(i.e. self- administered questionnaires, testimonials, coordinators report, chancellor report, and funder reports).*

A summary of the key findings by each of the iINAS project strand is presented below[1].

STRAND 1: Expanding undergraduate faculty capacity to actively engage in research
  ★ Three Summer Research Institutes were offered and 54 Faculty participated.
  ★ 10 Summer Research Fellowships were awarded
  ★ Four mini-grants were awarded
  ★ 86 Faculty participated of the Research Capacity Enhancement Training
  ★ Most of the faculty participants reported an increase of knowledge in all the questionnaire items.

STRAND 2: Expanding research opportunities for undergraduate students
  ★ Second Undergraduate Research and Creation Colloquium (SESIC)
  ★ 201 undergraduate students participated in SESIC
  ★ 135 undergraduate students participated of the Research Capacity Enhancement Training
  ★ 10 SRCE research projects and 47 students
  ★ 10 Scholars in Residence participants
  ★ Launch the digital peer revied journal (IN)genios

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[1] The progress of the activities was established based on the information available/accessible to the external evaluators.

STRAND 3: Improve the institution's grant writing and fundraising capacity
  ★ Grant-writing workshops provided

In conclusion, the annual evaluation confirmed the efforts of the iINAS project leadership to comply with its main goal and objectives. Overall, students and mentors were very satisfied with the program activities (research experiences) and resources (*i.e. SRCE, Scholars in Residence, Faculty Summer Fellow Program*). Furthermore, faculty, students and participants of the training sessions, workshops, and seminars reported high levels of satisfaction with the speakers, content and place (*i.e. SRI, Research Capacity Enhancement Training, and Integration Seminars*). In order to continue improving iINAS, the following recommendations are made:

  ✓ Incorporate a collaboration section in the evaluation questionnaire
  ✓ Increase student's participation in the Research Capacity Enhancement Trainings

Table of Content

Project Overview

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist Hispanic serving institutions (HSIs) to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

In 2010, the University of Puerto Rico, Rio Piedras (UPR-RP) received a five year competitive grant from the Department of Education (Title V-DHSI) to conduct the project **Strengthening UPR-RP through development of a research-based academic culture**. The project was named in Spanish as *Iniciativas de Investigación y Actividad Creativa Subgraduadas* (iINAS). The primary goal of iINAS is to expand UPR-RP undergraduate faculty and student's capacity to conduct research on fields other than natural sciences. Therefore, this initiatives effort has been directed to the Colleges of General Studies (Year 1), College of Social Sciences (Year 2), College of Education (Year 3), College of Humanities (Year 4) and the School of Business Administration (Year 5).

Mission

Enrich the academic offerings and improve the quality of undergraduate programs in UPR-Rio Piedras, by increasing research and creative activity

The iINAS mission of enrich the UPR-Rio Piedras academic offering, research capacity, and institution stability will be accomplishing through a comprehensive three activities strands:

★ **STRAND 1:** Expanding Undergraduate Faculty Capacity to Actively Engage in Research

★ **STRAND 2:** Expanding Research Opportunities for Undergraduate Students

★ **STRAND 3:** Improve the institution's grant writing and fundraising capacity

The iINAS project strand #1 goal is to provide faculty training for effectively engaging in research activity and translating research experiences into undergradtue curriculum. To

accomplish this goal a set of activities has been implemented. The specific activities of this strand are as follows: *Research Capacity Enhancement Training, Faculty Summer Research Institute, Faculty Summer Fellows Program, and Seminar on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum*.

The iINAS project strand #2 target the undergradute students. Three main activities have been implemented in order to accomplish this goal. The specific activities of this strand are as follows: *Research Capacity Enhancement Training, Scholars in Residence, and Summer Research and Creative Activity Internship*.

The iINAS project strand #3 activities (institutional level) comprehend the creation of an *Office of Sponsored Program* to streamline and facilitate external funding processs *(i.e. pre-post award, project transaction, reporting and technical assistance)*; implementation of fundraising workshops, and grant writing trainings.

Evaluation Purpose and Scope

The ilNAS project hired the services of the Division of Community Services from the Center for Evaluation and Sociomedical Research (DSC-CIES, by its initials in Spanish), Graduate School of Public Health, University of Puerto Rico to conduct a process and outcome evaluation. DSC-CIES specializes in the evaluation of health programs, applied research on human service organizations, basic research on public health issues and the development of methods to measure program success. DSC-CIES has conducted evaluation and research projects funded by government agencies on the mainland and the Island, as well as by private human service organizations seeking to use the evaluation in order to improve their policies or programs. Among these are projects funded by the National Institute of Mental Health (NIMH), the Health Resources and Services Administration (HRSA), the Centers for Disease Control and Prevention CDC), the National Institute on Drug Abuse (NIDA), the National Institute of Allergy and Infectious Diseases (NIAID), the National Institute of General Medical Sciences (NIGMS), the Mental Health and Substance Abuse Prevention Administration of Puerto Rico (ASSMCA), the Human Resources and Occupational Development Council of Puerto Rico (HRODC), the Department of Corrections of Puerto Rico, the Academy of Medical Directors, Carlos Albizu University, and the Association of Teachers of Puerto Rico.

DSC-CIES applied a collaborative partnership approach based on the Robert Wood Johnson Foundation Stakeholder Engagement model (see Figure 1) with the ilNAS in order to maximize the evaluation design process. Rather than act as an external entity to which responsibilities are assigned, the DSC-CIES/ ilNAS partnership will have greater effectiveness by capitalizing on expertise brought by both entities. Therefore a series of coordination meetings were conducted through the evaluation process to ensure input from all parties.
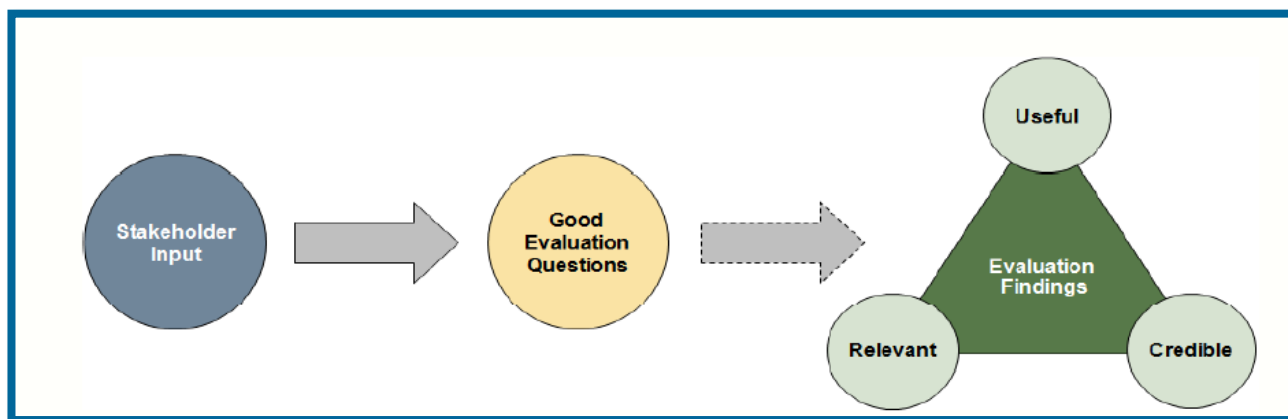
Figure 1. A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions, Robert Wood Johnson Foundation (2009)

DSC-CIES team also applied an Integrative Evaluation Approach that combines participatory evaluation model, continuous quality improvement theory, and organizational development theory to catalyze the project goals (see Figure 2). This approach fosters continuous capacity building to enhance effective management, address organizational change, and promote collaborative efforts. Moreover, it actively engages stakeholders in developing the evaluation process and all stages of its implementation and incorporates structured organizational process for involving stakeholders into the strategic planning.

Figure 2. DSC-CIES Evaluation Approach

Therefore, improving organizational performance, strengthening resources and increasing participants satisfaction.

Evaluation Goal

Determine students and faculty level of increased interest, knowledge, and involvement in research activities.

The project evaluation focused on the activities carried out within the College of Humanities during the 2013-2014 year. The primary objectives of this evaluation were to assess participants' satisfaction with the trainings and workshop sessions supported by the iINAS project; usefulness and relevance for their professional development and collaborations established. The project contributions at the institutional level were also documented in this evaluation.

Methods and Procedure

A comprehensive document review was conducted at the beginning of the evaluation process. The federal funder guidelines, annual progress reports, and previous evaluation reports were examined by the DSC-CIES evaluators. Several meetings were held between the project staff and the evaluators to discuss the project documents and the evaluation data in order to establish the main focus of this report.

Moreover, the iiNAS staff provided the evaluation instruments and data bases collected during the 2013-2014 period. A variety of evaluation sources were consider during the analysis. A mix-method triangulation was conducted in order to gather a robust and comprehensive evaluation results (see Figure 3).

Figure 3. Mix Method Triangulation
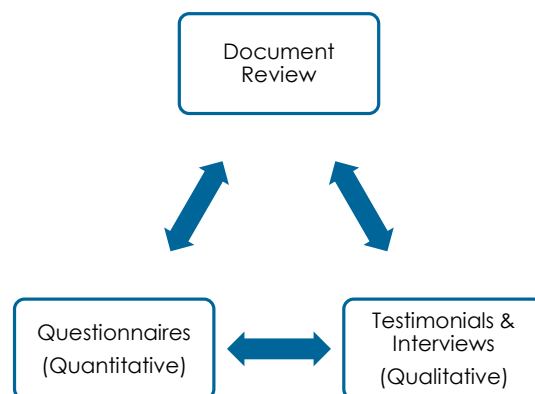
Evaluation Data Sources

✓ Activity satisfaction surveys- At the end of each seminar, workshop, or training session's participants completed a self-administered questionnaire. The instrument compromised 6 to 12 questions to assess participants' satisfaction with the following aspects: content, organization, facility, and speaker. The instrument also explored participants' perception of knowledge increase in the topic discussed.

✓ Pre-Post questionnaires- A self-administered questionnaire was implemented at the beginning and the end of the training sessions. The instrument questions were constructed according to each activity content. The questionnaires included approximately between 6 to 32 questions.

✓ Participants' testimonials- The faculty and students were asked to shared their experiences in a variety of project activities. The testimonials differ in terms of formats. Some of the formats used by the participants' were the following: short-narrative, power point presentations or collage of pictures.

✓ Program coordinators reports- The iiNAS coordinators of the faculty initiative and student initiative gather information of the activities performed during the 2013-2014

period and developed a report. These reports described the implementation of the activities in terms of accomplishments and challenges. Students and faculty satisfaction were also documented in these reports.

The qualitative and quantitative data was analyzed using a variety of techniques. Excel and Statistical Packages for Social Sciences (SPSS) was used to analyze quantitative data. While content analysis was used to summarize testimonial data. As an important part of quality assurance, it is expected that analyzed data shall help sharpen the focus of projected goals and objectives. This is expected to occur through the adoption of relevant recommendations by ilNAS stakeholders.
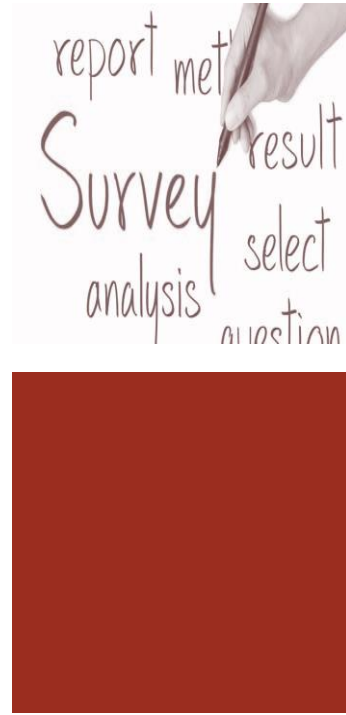
Evaluation

Findings

Strand 1: Faculty

Research Capacity Enhancement Training

Description: This initiative consists of a series of workshops oriented to develop faculty mentoring and advanced research skills. Moreover, faculty will learn how to design and incorporate pedagogical methods into the curriculum to develop undergraduates' creativity and leadership skills. Faculty will be exposed to strategies and practices on how to spark students' inherent creativity and how creativity leads to knowledge creation, transfer, and innovation.

Expected Outcome

★ At least 75 Humanities faculty will participate

★ 80% of participants will report increase in knowledge of mentoring and research skills

Activities & Participants: Seven activities were implemented in order to accomplish the initiative objectives. A total of **86 faculty** participated of these activities. Below the distribution of the activities participants.

Paleography and Diplomacy: Latin America Century XVI-XVIII

11 faculty

2 undergraduate students

4 graduate students

5 others (i.e. alumni, community)

Total of **22 participants**

Research techniques applied to archives

8 faculty

3 undergraduate students

1 graduate student

2 others (i.e. alumni, community)

Total of **14 participants**

Oral history as a tool for research in the Humanities

5 faculty

3 undergraduate students

2 graduate students

Total of **10 participants**

The Herbariums: Research Review

19 faculty

4 others (i.e. alumni, community

- graduate students

Total of **23 participants**

14

Integration of concepts and tools
from movies to academic courses

15 faculty

1 undergraduate student

1 other (i.e. alumni, community

Total of **17 participants**

Publishing 2.0: An E-book Workshop
for Academics

13 faculty

- undergraduate student

- other (i.e. alumni, community

Total of **13 participants**

Creative Writing Workshop

15 faculty

- undergraduate students

- graduate students

- others (i.e. alumni, community)

Total of **15 participants**

Change in Knowledge – At the end of the paleography conference most of the participants reported an increase in perceived knowledge (see Table 1). Most of the participants were 'strongly agree' or 'agree' with the knowledge statements.

Table 1. Perceived Knowledge	Mean*	
	Pre	Post
I know the concept paleography	3.3	4.2
I know the concept diplomacy	2.7	4.1
I know the relevance of paleography and diplomacy as auxiliary sciences for social sciences and humanities	3.4	4.3
I know the writing styles of the XVI , XVII and XVIII	2.5	3.7
I know the transcription rules that apply to documents of the XVI , XVII and XVIII	1.9	3.4
I know the differences between the following documents : royal decree, order and warrant	2.6	4.1
Total	**3.3**	**4.8**

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[2] The evaluation was completed by 21 participants.

Satisfaction - Participants satisfaction with the activity facility, resources, content, and invited speaker was also evaluated. The majority of the participants (98%) were satisfied with the activity (see Table 2).

Table 2. Satisfaction Items	Mean*
The activity contributed to my learning	5.0
The speaker was receptive to the audience questions and comments	5.0
The activity meet my expectations	4.9
Place was centric and easy to get access	4.9
Speaker presented the information in a clear and precise way	4.8
The activity did not exceed the allotted time	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Comments - Participants also made comments about the activity (see Table 3). Most of the comments were related to the satisfaction of the participants.

Table 3. Comments and Recommendations	
Satisfaction	*"Excellent professors"* *"Excellent resources and communication"* *"Thank you for the opportunity"* *"..well prepared professors"* *"Very good training"*
Recommendations	*" a better transcription guide or an example of something that have been already transcribed"* *" the length of the training should be more than 1 hour"*
Other	*"[the activity]inspire to continue studying the complexity of writing"* *"[the activity] confirms the importance of these disciplines not only for history but also for other fields of knowledge"* *"I'm also interested in the Summer Institute"*

Research techniques applied to archives [3]
Speaker: Dr. Lillian Irizarry
October 18, 2013
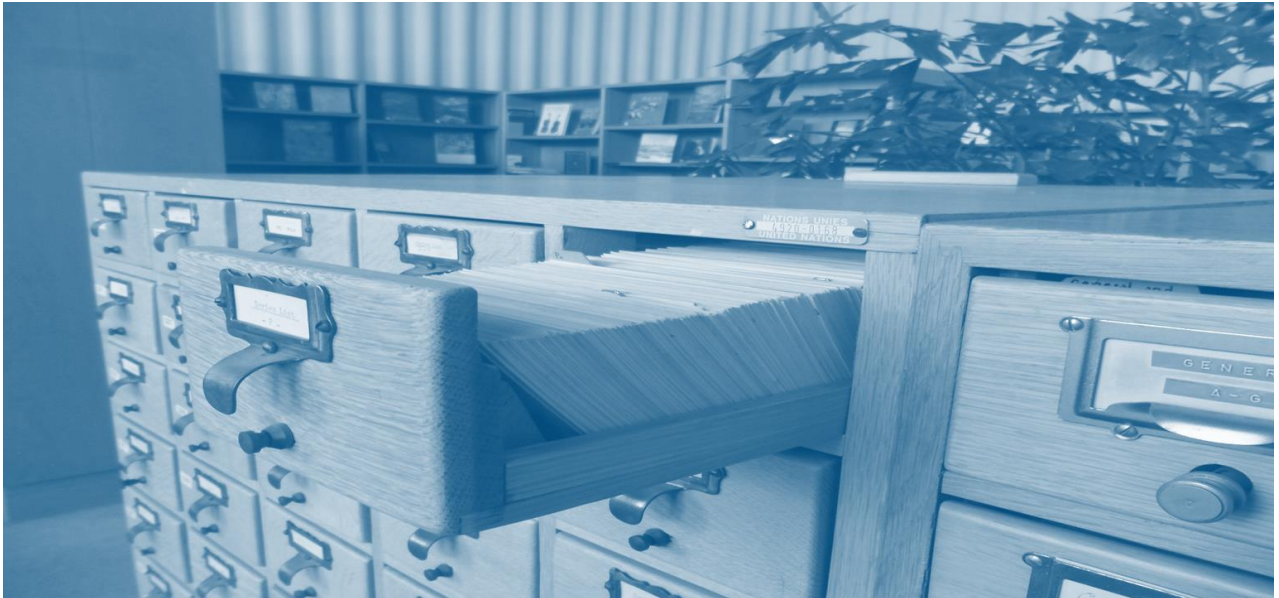
Change in Knowledge - At the end of the activity most of the participants reported an increase in perceived knowledge (see Table 4). Most of the participants were 'strongly agree' or 'agree' with the knowledge statements."

Table 4. Perceived Knowledge	Mean*	
	Pre	Post
I know the importance of the documents held in the UPR Historical Archive	2.8	4.7
I know the relevance of carrying out institutional research	3.2	4.8
I know the key role of institutional research for the development of disciplines	3.2	4.4
I know the techniques and procedures related to the search for information in the Historical Archive	2.3	4.1
I know about potentials research topics arising from documentary material in the Historical Archive	2.9	4.2
Total	**2.9**	**4.5**

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[3] The evaluation was completed by 12 participants.

Satisfaction - Participants satisfaction with the activity facility, resources, content, and invited speaker was also evaluated. The majority of the participants (89%) were satisfied with the activity (see Table 5).

Table 5. Satisfaction Items	Mean*
Place was centric and easy to get access	5.0
Speaker presented the information in a clear and precise way	4.7
The activity contributed to my learning	4.6
The speaker was receptive to the audience questions and comments	4.5
The activity meet my expectations	4.2
The activity did not exceed the allotted time	3.9

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Comments - Participants also made comments about the activity (see Table 6). Most of the comments were recommendations to improve future activities.

Table 6. Comments and Recommendations	
Satisfaction	*"This workshop was excellent"* *"The workshop was very interesting and elaborated"*
Recommendations	*"Offer the workshop again in the Faculty"* *" [provide] more frequently activities about the importance of Information Center"* *"Development activities in workplaces"* *"Be more specific when announce the activities"*
Other	*"not apply to my thesis"* *"very basic [conference]"* *"…generally, students don't know the documents available or their use"* *"very interested in the idea of the valuation committee, hope graduate students are included"* *"I thought other topics will be discussed (i.e. specific collections)"*

Oral history as a tool for research in the Humanities[4]

Speaker: John Stinson

November 14, 2013

Change in Knowledge - At the end of the activity most of the participants reported an increase in perceived knowledge (see Table 7). The majority of the participants were 'strongly agree' or 'agree' with the knowledge statements.

Table 7. Perceived Knowledge	Mean*	
	Pre	Post
I know the importance of using the technique of oral history for research in the Humanities	2.9	4.3
I know the techniques associated with oral history	2.8	4.4
I know the importance of observation and taking notes to oral history	2.9	4.7
I know the specifics of the use of oral history	3.0	3.7
I know the role of the interviewer for oral history	2.5	4.6
Total	**2.8**	**4.3**

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[4] The pre-evaluation was completed by 10 participants and post-evaluation by 7 participants.

Satisfaction - Participants satisfaction with the activity facility, resources, content, and invited speaker was also evaluated (see Table 8). In general, the majority of the participants (96%) were satisfied with the activity.

Table 8. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	5.0
Speaker presented the information in a clear and precise way	5.0
The activity meet my expectations	5.0
Place was centric and easy to get access	4.9
The activity contributed to my learning	4.9
The activity did not exceed the allotted time	4.1

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Participants comments

"I would like another training focused in the exercises of the interviewers at the site"

"Very valuable training about oral history from a perspective of an expert in the field"

"Should organize another conference more extensive"

Change in Knowledge - At the end of the activity most of the participants reported an increase in perceived knowledge (see Table 9). The majority of the participants were 'strongly agree' or 'agree' with the knowledge statements.

Table 9. Perceived Knowledge	Mean*	
	Pre	Post
I know about the Spain pharmaceuticals in the 16th century	2.1	4.6
I know about doctor Laguna treaty entitled *"Pedanius Dioscorides of Anazarbus"* about *Material Medica* and deadly poisons	1.6	4.3
I know about the association between the eastern and western pharmaceutical knowledge with Hispanic cultural history	2.8	4.4
I know about herbarium collections of the Royal Library of the Monastery of 'El Escorial'	1.6	4.4
I know about the importance of transdisciplinary research and take into account multiple sources	4.1	4.9
Total	**2.5**	**4.5**

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[5] The evaluation was completed by 14 participants.

Satisfaction – Participants were asked to evaluate the activity facility, resources, content, and invited speaker (see Table 10). The majority of the participants were 'strongly agree' with the satisfaction items.

Table 10. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.9
Speaker presented the information in a clear and precise way	4.9
The activity meet my expectations	4.9
The activity contributed to my learning	4.9
Place was centric and easy to get access	4.7
The activity did not exceed the allotted time	4.6

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Participants comments

"Good!"

"Excellent conference"

"Excellent presentation"

"Congratulations to doctor Carrion for sharing her insight in the scientific field"

Integration of concepts and tools from cinema studios to academic courses[6]
Speaker: Dr. Dorian Lugo
April 8, 2014

Change in Knowledge - At the end of the activity most of the participants reported an increase in perceived knowledge (see Table 11). The majority of the participants were 'strongly agree' or 'agree' with the knowledge statements.

Table 11. Perceived Knowledge	Mean*	
	Pre	Post
I know about the history of film styles	3.3	4.6
I know about language audiovisual	3.3	4.3
I know about theoretical concepts of film studies	3.1	3.9
I know about references and research related to the topic	3.2	4.0
I know about teaching strategies for integrating the concepts and tools of film studies	2.8	3.9
Total	**3.1**	**4.1**

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[6] The pre-evaluation was completed by 17 participants and the post-evaluation by 12 participants.

Satisfaction – Participants were asked to evaluate the activity facility, resources, content, and invited speaker (see Table 12). Most of the participants were 'strongly agree' with the satisfaction items.

Table 12. Satisfaction Items	Mean*
The activity contributed to my learning	4.9
The speaker was receptive to the audience questions and comments	4.7
Speaker presented the information in a clear and precise way	4.7
Place was centric and easy to get access	4.6
The activity did not exceed the allotted time	4.5
The activity meet my expectations	4.3

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Participants comments

"Very knowledgeable"

"Excellent training"

"Terrific resource"

"Very useful and clear"

"I honestly thought this has been more about integrating documentary and files into class

but I really enjoyed and learned about films"

"Thank you for the pleasant surprise"

Publishing 2.0: An E-book Workshop for Academics[7]
Speaker: Karen Adams
September 16-18, 2014

Change in Knowledge - At the end of the activity most of the participants reported an increase in perceived knowledge (see Table 13). The majority of the participants were 'strongly agree' or 'agree' with the knowledge statements.

Table 13. Perceived Knowledge	Mean*	
	Pre	Post
I know about the options for electronic publishing and self-publishing	1.9	3.7
I know about the platforms available to develop and manage eBooks	1.3	3.7
I know how to prepare documents to become an eBook	1.5	3.8
I know strategies to market my eBook	1.4	3.7
I know the process to get critics for my eBook	1.3	3.5
Total	**1.5**	**3.7**

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[7] The pre-evaluation was completed by 15 participants and the post-evaluation by 6 participants.

Satisfaction – Participants were asked to evaluate the activity facility, resources, content, and invited speaker (see Table 14). Most of the participants were 'strongly agree' with the satisfaction items.

Table 14. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	5.0
Place was centric and easy to get access	5.0
The activity did not exceed the allotted time	5.0
Speaker presented the information in a clear and precise way	4.7
The activity contributed to my learning	4.7
The activity meet my expectations	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Participants comments

"I learned a lot"

"More time for practice"

"A workshop for teachers to create a website and techniques to integrate social media to social networks to disseminate work and projects"

Satisfaction – Participants satisfaction with the activity facility, resources, content, and invited speaker was evaluated (see Table 15). In general, most participants (95%) were satisfied with the activity.

Table 15. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.9
The activity did not exceed the allotted time	4.9
Speaker presented the information in a clear and precise way	4.7
Place was centric and easy to get access	4.7
The activity meets my expectations	4.5
The activity contributed to my learning	4.5

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[8] The evaluation was completed by 14 participants.

Participants Comments

{
"Excellent activity"

"I thought we were going to write creatively"

"Excellent and illustrative"

"Please confirm participation and request to be punctual"
}

Faculty Integration Seminars

Description: The integration seminar initiative goal is to explore different educational strategies and methods to incorporate research, discovery, and innovation competencies across the undergraduate curriculum. A group of professors interested in develop research skills in their courses is selected to coordinate the seminars. Three faculty coordinators were selected for each seminar. The coordinators determine the content and resources needed for their seminars.

Activities & Participants: Three integration seminars were offered. A total of 43 faculty participated of the seminars. Below a description of the seminars.

★ From the curiosities cabinet to the medical collection of human oddities (December 9, 2013)
- **Faculty Coordinator:** Laura Bravo
- **Guest Speaker:** Dr. Carmen Umpierre-Norat, Dr. Juan Carlos Jorge, Dr. Jorge Ferrer, Dr. Pablo Pérez D'Ors, Prof. Zorali de Feria, Dr. Laura Bravo

Seminar Participants

18 faculty

12 undergraduate students

2   graduate students

6   others (i.e. alumni, community)

Total of **38 participants**

★ Integrating Graphic Story telling into Undergraduate Courses to Foster Creativity and Critical Inquiry (March 10, 2014)
- **Faculty Coordinator:** Janet MacLennan
- **Guest Speaker:** Mathew J. Smith

Seminar Participants

11 faculty

1 undergraduate students

- graduate students

28   others (i.e. alumni, community)

Total of **40 participants**

★ The word and image: mediations, collusion and bifurcations between art and philosophy (May 14-15, 2014)

- **Faculty Coordinator:** Anayra O. Santory
- **Guest Speaker:** Dr. Dialitza Colón, Dr. Ingrid Jiménez, Dr. Laura Bravo, Dr. Raúl de Pablos, Prof. Bernat Tort, Dr. Francisco José Ramos, Dr. Rafael Jackson
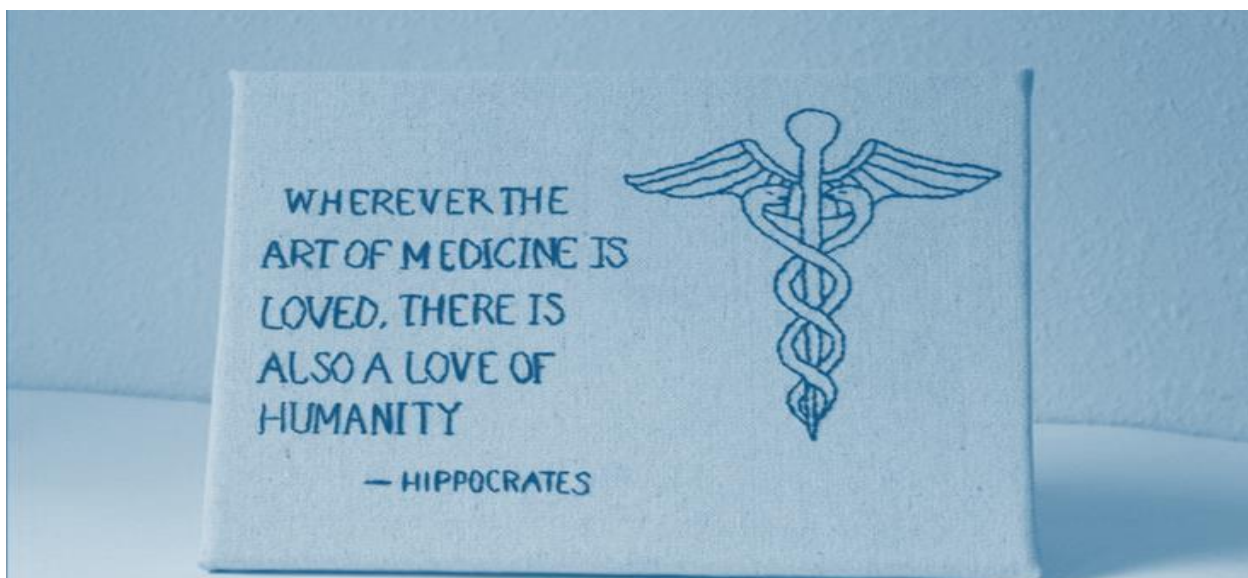
Seminar Participants

14 faculty

19 undergraduate students

5 graduate students

Total of **38 participants**

Change in Knowledge – At the end of the seminar most of the participants reported an increase in perceived knowledge (see Table16).

Table 16. Knowledge Items	Mean*
This seminar increase my **knowledge** in aspect related to the proximity between art and medicine	4.7
This seminar increase my knowledge about the importance of this object in scientific research	4.7
This seminar help me understand the importance of cataloguing in the dissemination of knowledge	4.6

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 17). In general, most participants were satisfied with the activity.

Table 17. Satisfaction Items	Mean*
The activity contributed to my learning	4.9
The speaker was receptive to the audience questions and comments	4.7
The activity meet my expectations	4.7
Speaker presented the information in a clear and precise way	4.6
Place was centric and easy to get access	4.6
The activity did not exceed the allotted time	3.4

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[9] The evaluation was completed by 23 participants.

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Comments- Most of the comments were related to participants' satisfaction with the seminar. Additionally, the surveyed made recommendations for future iINAS activities (see Table 18).

Table 18. Comments and Recommendations	
Satisfaction	*"Super"* *"Excellent"* *" Congratulations"* *"Extraordinary academic activity"* *"Perhaps it was a bit ambitious attempt to address intense and provocative themes with such limited time. However, it was great"*
Future activities	*"More time for the discussion"* *"Repeat every year"* *"More promotion about the seminar"* *"a second part of the seminar"* *"...Include a specialist in disability research, in order to add that theory to the seminar discussion. There is a list of studies in this area and humanities"* *"I recommend the topic of Art and Anatomy catalog"*

Integrating Graphic Storytelling into Undergraduate Courses to Foster Creativity and Critical Inquiry[10]
Speaker: Mathew J. Smith

Change in Knowledge – At the end of the seminar most of the participants reported an increase in perceived knowledge (see Table 19).

Table 19. Knowledge Items	Mean*
This seminar contributes to my learning about the use of graphic narratives in the classroom.	5.0

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 20). In general, most participants were satisfied with the activity.

Table 20. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	5.0
Speaker presented the information in a clear and precise way	5.0
The activity meet my expectations	4.8
Place was centric and easy to get access	4.8
The activity did not exceed the allotted time	4.8

Comments- Most of the comments were related to participants' satisfaction with the seminar. Additionally, the surveyed made recommendations for future iINAS activities (see Table 21).

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[10] The evaluation was completed by 8 participants.

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Table 21. Comments and Recommendations	
Satisfaction	*"Excellent day"* *"Very nice!"* *"Excellent, challenging, informative and the speaker were extremely great."* *"Would not have missed it for anything."* *"Wonderful! A sense of genuine interest and positive energy was what I felt among the colleagues and the speaker gathered for this seminar."* *"Better than I could have hoped for!"* *"I like very much the smart connections drawn between common perceptions of graphic storytelling and academics."*
Future activities	*"Follow up meeting by professors to create course."* *"To meet and put out an interdisciplinary course in English in the Graphic Novel."*

The word and image: mediations, collusion and bifurcations between art and philosophy[11]
Speaker: Various
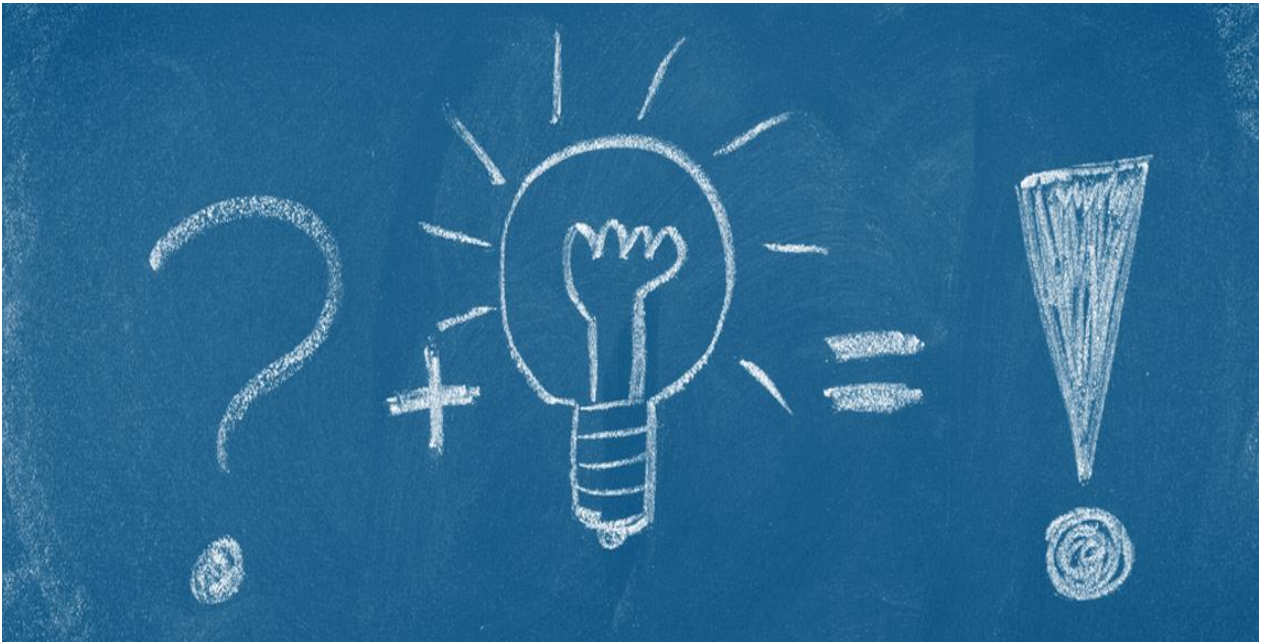
Change in Knowledge – At the end of the seminar most of the participants reported an increase in perceived knowledge (see Table 22).

Table 22. Knowledge Items	Mean*
This seminar helps to explain the relationship between philosophy and cultural environment.	5.0
This seminar emphasized the relevance of the dialogue in the philosophical artistic works in the classroom.	5.0

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 23). In general, most participants were satisfied with the activity.

Table 23. Satisfaction Items	Mean*
The activity meet my expectations	5.0
Speaker presented the information in a clear and precise way	5.0
The speaker was receptive to the audience questions and comments	4.9
Place was centric and easy to get access	4.7
Place was ready at the schedule time	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[11] The evaluation was completed by 13 participants.

Comments- Most of the comments were related to participants' satisfaction with the seminar. Additionally, the surveyed made recommendations for future iINAS activities (see Table 24).

Table 24. Comments and Recommendations	
Satisfaction	*"Excellent"* *"Tremendous presentations both students and teachers in the open debate"* *"Thank you very much for this opportunity."* *"Let it happen again"*
Future activities	*"Better dissemination or promotion of the event"* *"More publication"* *"I suggest another seminar for next year"* *" It could be held in three days instead of two"*

Faculty Summer Research Institute

Description: The goal of this initiative is to encourage interdisciplinary research and create collaborative research groups. The Summer Research Institute (SRI) brought together faculty from different disciplines for a week, to share experience in a specific research topic. The SRI activities included: seminars, workshops, forums, lectures, and panel discussions.

A call for proposals (RFP) was published. The submitted applications were reviewed and evaluated by a committee comprised of iiNAS staff, university administrators, and a Faculty Advisory Board.

Expected Outcome

★ 3 Summer Research Institute offered

★ At least 20 faculty participated in the Summer Research Institute

Activities & Participants: Three Summer Research Institutes were offered. A total of 54 faculty participated of the SRI. Below a description of the three institutes.

★ Can the theorist speak Caribbean?
  - **Faculty Coordinators**: Dr. Rivera & Dr. Otero
  - **Invited Speaker**: Dr. Yolanda Martínez-San Miguel, Rutgers University
  - **Participants**: A total of 37 participants [25 Faculty]

★ Integration of arts in the classroom
  - **Faculty Coordinators**: Dr. Villanua & Dr. Bosh
  - **Invited Speaker**: Dr. Patricia Sobral, Dr. Rosa Márquez and Dr. Carola Garcia
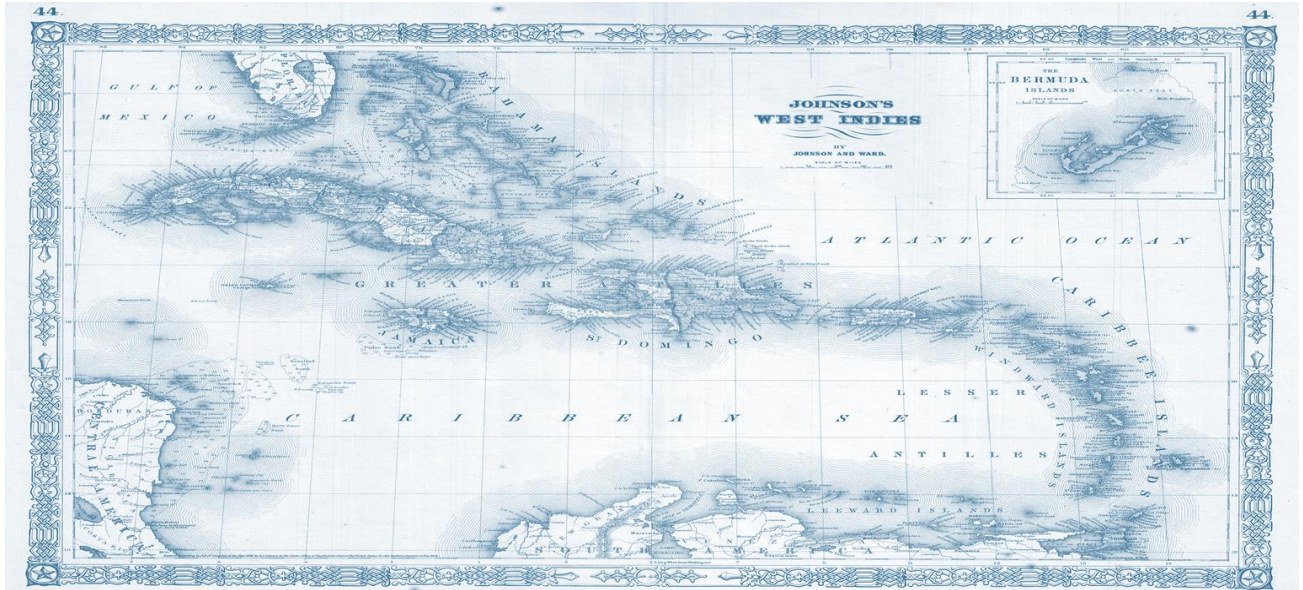 - **Participants**: A total of 16 participants [13 Faculty]

★ Hispano-American Paleography and Diplomatic in XVII Century: The Melgarejo's Memories (1582)
  - **Faculty Coordinators**: Dr. Cruz & Dr. Caamaño
  - **Invited Speaker**: Dr. Francisco Moscoso
  - **Participants**: A total of 42 participants [16 Faculty]

Can the theorist speak Caribbean?[12]
Speaker: Dr. Yolanda Martínez

Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Table 25).

Table 25. Knowledge Items	Mean*
This institute contributed to my learning about the Caribbean in light of the various theoretical paradigms.	4.8

Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. In general, participants (97%) were very satisfied with the activity. The majority of the participants were satisfied with the speaker, place, and content of the institute (see Table 26).

Table 26. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	5.0
Place was centric and easy to get access	5.0
The activity meet my expectations	4.7
Speaker presented the information in a clear and precise way	4.7
Participation in this institute has motivated me to develop research projects about the Caribbean.	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[12] The evaluation was completed by 12 participants.

Participants' comments- Most of the comments were related to participants' satisfaction with the activity and some recommendations.

"Questions for guidance on the material at the beginning or before workshops; perhaps you

can incorporate that next time"

"Very appreciative of this meeting, excellent resources and group work"

"It should be given continuity"

Integration of arts in the classroom[13]
Speaker: Various

Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Table 27).

Table 27. Knowledge Items	Mean*
This institute contributed to my learning on how to integrate the arts into the classroom.	4.7
A variety of tools were provided to integrate arts in the classroom	4.8

Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. In general, participants (96%) were very satisfied with the activity. The majority of the participants were satisfied with the speaker, place, and content of the institute (see Table 28).

Table 28. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	5.0
Speakers presented the information in a clear and precise way	5.0
Place was centric and easy to get access	4.9
Place was ready at the schedule time	4.8
The activity meet my expectations	4.7
Participation in this institute has motivated me to develop research projects with students	4.6

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[13] The evaluation was completed by 10 participants.

Participants' comments- Most of the comments were related to participants' satisfaction with the activity and some recommendations.

"Perhaps change the title (it's not about the arts, such as painting, music)"

"I loved the workshop"

"The resources were wonderful"

"I loved establish links with other teachers"

"resources were excellent"

"Thank you. It was an experience that helped me a lot"

"a warmer place"

Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Table 29).

Table 29. Knowledge Items	Mean*
This institute contributed to my learning about the sugar economy (slavery) in Puerto Rico	4.8

Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. In general, participants (97%) were very satisfied with the activity. The majority of the participants were satisfied with the speaker, place, and content of the institute (see Table 30).

Table 30. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.9
Place was centric and easy to get access	4.9
Speakers presented the information in a clear and precise way	4.8
The activity meet my expectations	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Participants' comments- Most of the comments were related to participants' satisfaction with the activity and some recommendations.

---

[14] The evaluation was completed by 17 participants.

"Excellent!"

"Thank you for all the information"

"the speaker read a lot during the conference"

"Congratulation to the coordinator and the iINAS staff"

"Very impressive and provocative research"

"Recommend a better schedule, 10am"

"the microphone volume was very low…I can't hear professor Moscoso"

"I did not received the invitation for the other institute conference, just this one"

"not enough parking for participants that aren't from the area"

"the conference should not exceed 45 minutes"

Faculty Summer Fellows Program

Description: The goal of this initiative is to provide faculty an opportunity to engage in active and collaborative research with established research groups outside Puerto Rico. The fellow program allow faculty to reconnect with their discipline, learn new method, acquire new research skill or techniques, and establish new research collaborations. A competitive process (RFP) was implemented in order to select the fellowship recipients.

Expected Outcome

★ 12 fellowships awarded (8 Humanities faculty and 4 from outside Humanities)

Competitive Application (RFP)

A committee comprised of iINAS staff and university stakeholders *(i.e. administrators, deans, directors)* evaluated the applications and selected the faculty recipients. The following criteria guided the selection process:

★ quality of stated objectives

★ expected outcomes of the summer experience

★ experience's potential to further the faculty member's development as classroom teacher and research scholar

★ vita of faculty applicant

★ appropriateness of costs

A total of **10** Summer Research Fellowships were **awarded**:

★ **one** in the College of Social Sciences

★ **one** in the College of General Studies

★ **eight** in the College of Humanities

Faculty Recipients

	Dr. Ingrid Jiménez	Dr. Zaira Rivera	Dr. Laura Bravo
Research Project	"Contrastes entre paisajes pintados antiguo y contemporáneo en China"	"En los intersticios del bolero: género y raza en la Cuba pre-revolucionaria"	"Mari Carmen Ramírez y la revisíon crítica del arte latinoamericano en los Estados Unidos"
Summer Program Location	New York	Florida	New York Washington, DC

	Dr. Nadjah Ríos	Dr. Mirerza González	Dr. María Rodríguez
Research Project	"Correspondencias entre Vieques y las Islas Vírgenes Americanas: carnaval, calipso y drones"	Puerto Rico Diasporas in the Caribbean: Govenor Juan Luis and Figure of the Immigrant in the US Virgin Islands	" La tierra prometida: la experiencia de Nueva York en Bernardo Vega, César Andreu Iglesias, Vicente Géigel Polaco, José Luis González y René Marqués Hilos de las posguerras y literatura en Puerto Rico"
Summer Program Location	San Thomas & St. John	Virgin Islands & St.Thomas	Rochester, Minnesota

	Dr. Maritza Barreto	Dr. Dorian Lugo	Dr. Kuwabong Dannabang	Dr. Carlos Ruiz
Research Project	"Evaluación geomórfica de las playas barreras de Pinellas County, Florida, EUA"	"Obra y des obra de Teresa de Jesús, Emasculinidad en el medio: hombre, género y sexualidad en el audiovisual de Latinoamérica y diáspora"	"La tierra prometida: la experiencia de Nueva York en Bernardo Vega, César Andreu Iglesias, Vicente Géigel Polaco, José Luis González y René Marqués Hilos de las posguerras y literatura en Puerto Rico "	"El paisaje fotográfico y la construcción de un paraíso"
Summer Program Location	Florida	New York	St. Croix, St. Thomas & St. John	Alaska

Travel Journals Activity[15]
Speakers: Summer Research Fellows

The Summer Research Fellows participated of an activity called *"Travel Journals"*. In this meeting, the fellows share their experience of the summer program with other colleagues and students. Participants' satisfaction with the travel journal activity was also evaluated (see Table 31). In general, participants were satisfied with the facility, length, and fellows' presentation.

Table 31. Satisfaction Items	Mean*
Place was centric and easy to get access	5.0
Place was ready at the schedule time	5.0
The activity helped me to learn about the creative research projects of my colleagues	5.0
The activity meet my expectations	4.8
The oral presentation allow that the fellows summarize their experience	4.8
The activity motivated me to establish collaborations with other colleagues	4.5
The activity did not exceed the allotted time	4.2

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[15] The evaluation was completed 12 participants.

Summer Research Fellows

Testimonials

"*I must say that the iINAS office is "punto y a parte' in the campus. iINAS represents, for me, the UPR future, what public management in general and UPR management should aspire. The quality of academic research support, the educational offer for the faculty and the efficient service to students; in every aspect iINAS excel. They are people who work with love, conviction and rigor...Thanks iINAS!*"

Dorian Lugo, PhD

"*The faculty initiatives have resulted in great benefits for the academic departments and the faculty participants. Specifically, for the English department, 65% of the faculty has participated in one or more of the iINAS initiatives during the 2013-2014 year. Also, the department has been able to support the student research initiatives more specifically with the mentoring project of Prof. MacLennan. New collaboration has been established in areas related to the study of the Caribbean region that will result in the expansion of the academic offering for graduate and undergraduate students*"

Mirerza González, PhD

"... Thanks to [iINAS] efforts, the Diaspora Project has been able to initiate a collaborative dialogue with DLOCs (Digital Library of the Caribbean) attached to the University of Florida http://www.dloc.com/. We are working on a collaboration agreement to join efforts and make the materials we have available on our website can also be accessed through DLOCs. We have also identified several sources of external funds with NEH and we will be working on a proposal for the next academic semester. As part of the seminars that I have taken, I was invited by the Research Institute of the Caribbean to show the documentary 'Vieques hands up' as part of the Caribbean Conference. This summer thanks to the Summer Scholarships [I] will be participating of the St. John carnival as part of my current research in calypso and 'drones' music!"

Nadjah Ríos, PhD

"...the iINAS staff always does an efficient work, shown a constant effort and enthusiastic dedication. Beyond performing an administrative work, this team has excelled in their interest for the academic growth of the Faculty of Humanities and continually supported and encouraged numerous proposals. Also [iINAS staff] has been active in their development. I appreciate their dedication..." **Laura Bravo, PhD**

Mini-Grants Program

Description: The purpose of this initiative is to support faculty on the incorporation of research competencies in undergraduate courses. This grant will cover the costs of supplies, equipment, and materials used to develop undergraduate curriculum modules for the incorporation of research competencies. Annually, three mini-grants will be awarded for this purpose. A competitive process (RFP) was implemented in order to select the award recipients.

Competitive Application (RFP)

A committee comprised of iINAS staff and university stakeholders *(i.e. administrators, deans, directors)* evaluated the applications and selected the award recipients. The following criteria guided the selection process:

★ Description and justification

★ Originality

★ Innovation (i.e. theme, methodology, expected results)

★ Relevance

★ Feasibility

★ Scope of the plan (i.e. integration in undergraduate courses)

★ Proposed Budget

Applications Awarded [College of Humanities]

4
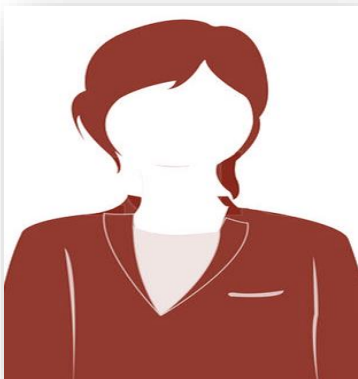applications
awarded

Mini-Grants Recipients

Dr. Raúl E. De Pablos

MODULE

Philosophy: Image and Concepts

Dr. Carmen Rabell

MODULE

Marriage, love, violence in the pre-modern Europe

Dr. María D. Villanúa

MODULE

Guide to develop a creative-research book in Portuguese

Dr. Ingrid Jiménez

MODULE

Digital and press sources for contemporary art

Grant Writing Workshop

Description: Two workshop on grant writing were offered to the professors. The fist workshop was *"Grant writing workshops in Digital Humanities"* by Dr. Jennifer Guiliano from Indiana University. The second workshop was offered by professor Phyllis McBride, Director of the Office of Development Proposal at Rice University in Texas. The workshop title was *"Successful Proposal Writing in the Humanities"*. McBride described the steps to prepare a federal proposal in terms of the timeline, document preparation and revision among others aspects. Moreover, consultations sessions were offered to four professors.

Activities & Participants: A total of 28 faculty participated of the workshops.

★ Grant writing workshop in Digital Humanities **Workshop** (April 30, 2014)

10 faculty

- others

Total of **10 participants**

★ Grant writing workshop in Digital Humanities **Consultations** (April 30, 2014)

6 faculty

- others

Total of **6 participants**

★ Successful Proposal Writing in the Humanities **Workshop** (May 9, 2014)

14 faculty

1   graduate students

1   others (i.e. alumni, community)

Total of **16 participants**

★ Successful Proposal Writing in the Humanities **Consultations** (May 9, 2014)

4 faculty

-   graduate students

Total of **4 participants**

Grant writing workshop in Digital Humanities [Workshop][16]
Speaker: Jennifer Guiliano
April 30, 2014

Change in Knowledge – At the end of the workshop most of the participants reported an increase in perceived knowledge (see Table 32).

Table 32. Knowledge Items	Mean*
This seminar increases my **knowledge** in aspect related to digital humanities.	4.8
Examples of projects in digital humanities were presented.	5.0
Strategies in how to begin a project in digital humanities were presented.	5.0

Satisfaction - Participants satisfaction with the workshop facility, resources, content, and invited speaker was also evaluated (see Table 33). In general, most participants (95%) were satisfied with the activity.

Table 33. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	5.0
Speaker presented the information in a clear and precise way	4.9
The activity meets my expectations	4.9
The activity did not exceed the allotted time	4.8
Place was centric and easy to get access	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[16] The evaluation was completed by 13 participants.

Comments- Most of the comments were related to participants' satisfaction with the workshop.

"The speaker was very organized, punctual and very efficient"

"Excellent!"

"More please"

"Excellent, erudite, informative, and well explained"

"Valuable and useful examples"

Grant writing workshop in Digital Humanities [Consultations][17]
Speaker: Jennifer Guiliano
April 30, 2014

Satisfaction-Participants satisfaction with the consultation session was also evaluated (see Table 34). In general, most participants (87%) were satisfied with the session.

Table 34. Satisfaction Items	Mean*
The speaker was receptive to my questions and comments during the consultation	5.0
This consultation motivated me to initiate a research project	4.8
The consultation session meets my expectations	4.8
This consultation motivated me to add students in my research projects	4.8
The speaker provided specific recommendations for my project	4.8
This consultation motivated me to submit a proposal	4.6
I will incorporate the information received in my courses	4.6
The speaker shared useful information during the consultation	4.6

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[17] The evaluation was completed by 6 participants.

Participants Comments

"The activity exceeded my expectations. We have already made progress in the project thanks to the guidance and the contacts shared in the individual session. I suggest another workshop of grant writing in the area of digital humanities with [Prof. Guiliano]"

"The importance of new technologies in the area of the humanities are vital for the development of the disciplines… excellent initiative"

"Dr. Guiliano was extremely generous in the meeting with me that was held by the way on Friday at her hotel. I explained several projects and for each of them she offered me various possibilities and advised me on the most appropriate. Moreover, once back at the university she emails me the additional information she didn't have at the time of the meeting. Excellent resource"

"The workshop was very informative and stimulating but having a chance to meet with Prof. Guiliano was a unique opportunity. She knew beforehand about my projects and provide me [web]sites and contacts for additional information. She answered all my questions in the workshop and later sent me the promised information. Excellent."

"Prof. Guiliano is an excellent human being … The consultation was very enlightening... she was very diligent by email. Next time, not include the 'listing" of helpful sites and focus on the theory of digital humanities"

"The conference was well organized and the recommendations provided generated a dialogue between colleagues for submitting a proposal to NEH. We established contacts with other universities and we are looking forward to reach an agreement with DLOCs (Digital Library of the Caribbean)."

Successful Proposal Writing in the Humanities [Workshop][18]
Speaker: Phyllis McBride
May 9, 2014

Change in Knowledge – At the end of the workshop most of the participants reported an increase in perceived knowledge (see Table 35).

Table 35. Knowledge Items	Mean*
This seminar increases my **knowledge** in aspect related to proposal writing	4.8

Satisfaction - Participants satisfaction with the workshop facility, resources, content, and invited speaker was also evaluated (see Table 36). In general, most participants (95%) were satisfied with the activity.

Table 36. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.8
Speaker presented the information in a clear and precise way	4.7
Place was centric and easy to get access	4.7
The activity meets my expectations	4.6
The activity did not exceed the allotted time	4.5

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

[18] The evaluation was completed by 19 participants.

Comments- Most of the comments were related to participants' satisfaction with the workshop. Additionally, the surveyed made recommendations for future iINAS activities (see Table 37).

Table 37. Comments and Recommendations	
Satisfaction	*"Good!"* *"A very useful workshop"* *"Excellent"* *"It should be a full week with different resources"* *"He [speaker] was very prepared and was receptive to questions"* *"Very clear, lucid, wide ranging, organized with lots of materials handed out for further work"*
Future activities	*"Coffee was missing"* *"Insert breaks"* *"I think the next step is to form a working group to accompany the researchers in the writing process "* *"We need monitoring activities"*

Successful Proposal Writing in the Humanities [Consultations][19]

Speaker: Phyllis McBride

May 9, 2014

Satisfaction-Participants satisfaction with the consultation session was also evaluated (see Table 38). In general, most participants (87%) were satisfied with the session.

Table 38. Satisfaction Items	Mean*
The speaker was receptive to my questions and comments during the consultation	5.0
This consultation motivated me to initiate a research project	5.0
The consultation session meets my expectations	5.0
The speaker shared useful information during the consultation	4.7
This consultation motivated me to add students in my research projects	4.0
The speaker provided specific recommendations for my project	3.7
This consultation motivated me to submit a proposal	3.7
I will incorporate the information received in my courses	3.2

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[19] The evaluation was completed by 4 participants.

Participants Comments

"Dr. McBride was very helpful, especially in the development of our first proposal draft. We will be working during the summer on the proposal. I'm not sure how this workshop will impact my teaching because it was focused in the identification of external funds"

"Dr. McBride answer mi questions. I did not submit a previous proposal, so she could not provide specific recommendations. However, she made comments about the fellowship I'm considering to submit. Her presentation was useful"

"The session was very productive. The [speaker] well prepared, provided specific recommendations and information aligned with my interest and needs"

Creative Writing Week

Description: A series of workshops on creative writing[20] were offered during the *Creative Writing Week* (February 18-21, 2014) for the College of Humanities. The main speaker was Sylvia Molloy, a recognized Argentine writer and critic who has taught at Princeton, Yale and NYU.

Activities & Participants: A total of 35 faculty participated of the workshops. Below a description of the activities.

Writing, Body and Memory; On Creative Writing [Conference]

19   faculty
84   undergraduate students
10   graduate students
22 others (i.e. alumni, community)
Total of **135 participants**

Creative Writing [Faculty Workshop]

15 faculty
-   undergraduate students
-   graduate students
-   others (i.e. alumni, community)
Total of **15 participants**

Creative Writing [Student Workshop]

1   faculty
16   undergraduate students
3   graduate students
-     others (i.e. alumni, community)
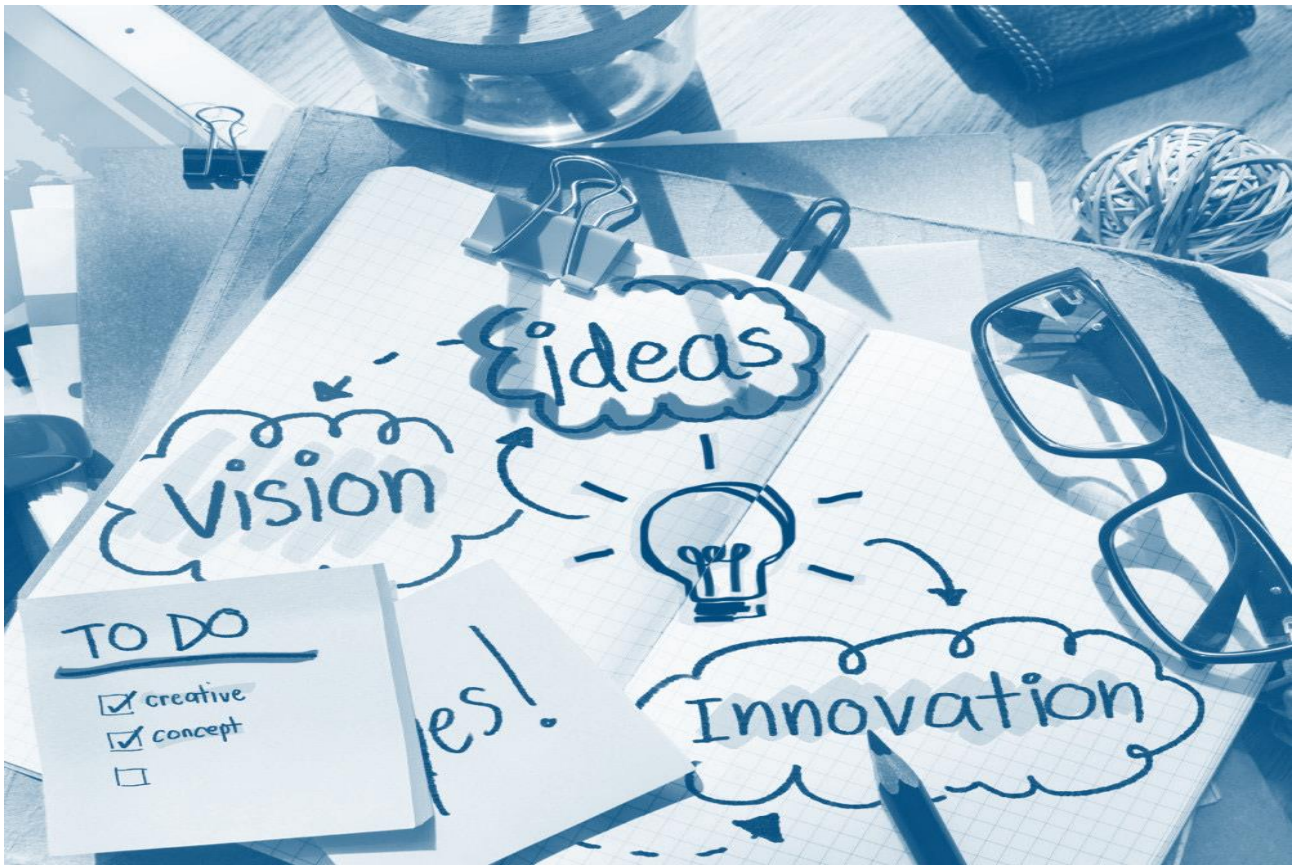Total of **20 participants**

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[20] The workshops target the Faculty Strand and the Student Strand. The evaluation results of the student workshop are included in the Student- Research Capacity section. Similarly, the evaluation results of the faculty workshop were previously presented in the Faculty-Research Capacity Section.

Satisfaction - Participants satisfaction with the workshop facility, resources, content, and invited speaker was also evaluated (see Table 39). In general, most participants (92%) were satisfied with the activity.

Table 39. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.9
The activity contributed to my learning	4.7
Speaker presented the information in a clear and precise way	4.6
Place was centric and easy to get access	4.4
The activity meets my expectations	4.5
The activity did not exceed the allotted time	4.6

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[21] The evaluation was completed by 53 participants.

Comments- Most of the comments were related to participants' satisfaction with the workshop. Additionally, the surveyed made recommendations for future iINAS activities (see Table 40).

Table 40. Comments and Recommendations	
Satisfaction	*"Excellent resource"* *"A great writer"* *"Excellent conference and dialogue"* *" a great opportunity to meet and talk with her [S. Molloy]"* *"A very interesting topic, but not very precise for the audience"* *"I don't like the conference"* *"Thank you for this conference"*
Areas for improvement	*"the final part of questions & answers not very productive... I could not hear the questions"* *"..not enough space"* *"choose a bigger room next time"* *" ...have available wireless microphone to the question & answer section"* *"...not enough dissemination of the activity...a lot of people did not know about it"*

Faculty Strand: Accomplishments

This table summarize the expected outcomes and results for the faculty strand. The majority of the objectives were accomplished.

Components	Expected Outcome	Result	Accomplishment ★
Research Capacity Enhancement Training	O_1: At least 75 Humanities faculty will participate	Exceed Expectations	A total of **86 Faculty** participated of the activities.
	O_2: 80% of participants will report increase in knowledge of mentoring and research skills	Accomplished	★ Most of the participants reported an increase of knowledge in all the questionnaire items.
Faculty Summer Research Institute	O_3: Three Summer Research Institute offered	Accomplished	★ **Three** Summer Research Institutes were offered
	O_4: At least 60 faculty assist the Summer Research Institute	Below Expectations	A total of **54 Faculty** participated of the Institute
Faculty Summer Fellows Program	O_5: Twelve fellowships will be awarded	Below Expectations	**10** Summer Research Fellowships were awarded
	O_6: At least, eight Humanities Faculty will be awarded	Accomplished	★ A total of 10 fellowships were awarded, **8** correspond to the Humanities Faculty
Mini-Grants Program	O_7: Three mini grants will be awarded	Exceed Expectations	★ A total of **4** mini grants were awarded

Strand 2: Students

Scholars in Residence Program

Description: The goal of this initiative is to provide students an opportunity to participate in a research project or creative activity. Each student is mentored by a qualified faculty during an academic year. Students in collaboration with their mentors develop and implement a research project. The research experience is also enriched with seminars in a variety of topics that may include the following: *graduate school opportunities, research tools and creative activity topics*.

Expected Outcome

★ 5 scholars participants
★ At least, 80% satisfaction and knowledge increase

A total of **10** students were selected. All students were from the College of Humanities.

Scholars in Residence Participants

|	**Aura S. Jirau**	**Coral N. Negrón**	**Frances M. Muñoz**
College	Humanities	Humanities	Humanities
Research Project	"Luchas entre las Vírgenes: Puerto Rico de los Siglos XVI al XX"	"¿Ausentes o presentes?: Un estudio de la prensa estadounidense y puetorriqueña en cuanto a la mención y relevancia otorgada a mujeres activistas en el derrocamiento de Mubarak en Egipto"	"Aliados, dinero y política: Estrategias de poder de la ética romana "
Mentor	Dr. Marcial Ocasio	Dr. María del Pilar	Dr. Mayra Rosario

	Irmarie Fraticelli	María C. Hopgood	Verónica Rivera
College & School	Humanities	Humanities	Humanities
Research Project	"La autoficción poética en el Puerto Rico contemporáneo: *Vicios de construcción* (2008) de Elidio La Torre Lagares y *Sobre la destrucción* (2011) de Guillermo Rebollo Gil "	" Cuerpo enfermo y memoria en *Antes que anochezca de Reinaldo Arenas* "	"Gender?() Female () Male(X) Other: Embodiment, Theatrical Space, and Gender in the Works of Teresa Hernández and Sylvia Bofill"
Mentor	Dr. Juan G. Gelpí	Dr. María E. Rodríguez	Dr. María Rodríguez

	Ángel M. Cruz	José F. Aponte	José G. Figueroa	Matthew S. Whitehouse
College & School	Humanities	Humanities	Humanities	Humanities
Research Project	"El "Otro" y la Segunda Guerra Mundial en la pantalla: Europa y lo Europeo en el Cine Mexicano de la Época Dorada, 1942-1943"	"La violación en Puerto Rico en la década de 1970 "	"Cómo adoptar a una niña: *El caso de Karim San Inocencio*"	"El espectáaculo de castigo y la cosificación de la mujer en *El castigo sin venganza de Lope de Vega* "
Mentor	Dr. Sandra Pujals	Dr. María del Carmen Baerga	Dr. Rafael Acevedo	Dr. Carmen Rita

Scholars in Residence Activities & Participants
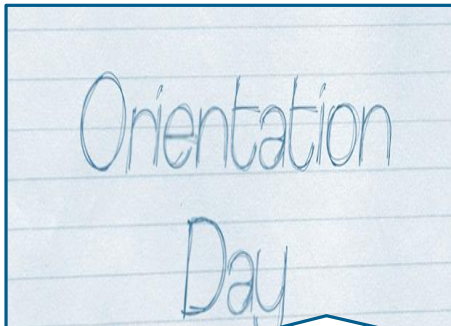
SR Orientation Activity
10 undergraduate students
2 Faculty

SR Seminars
10 undergraduate
students

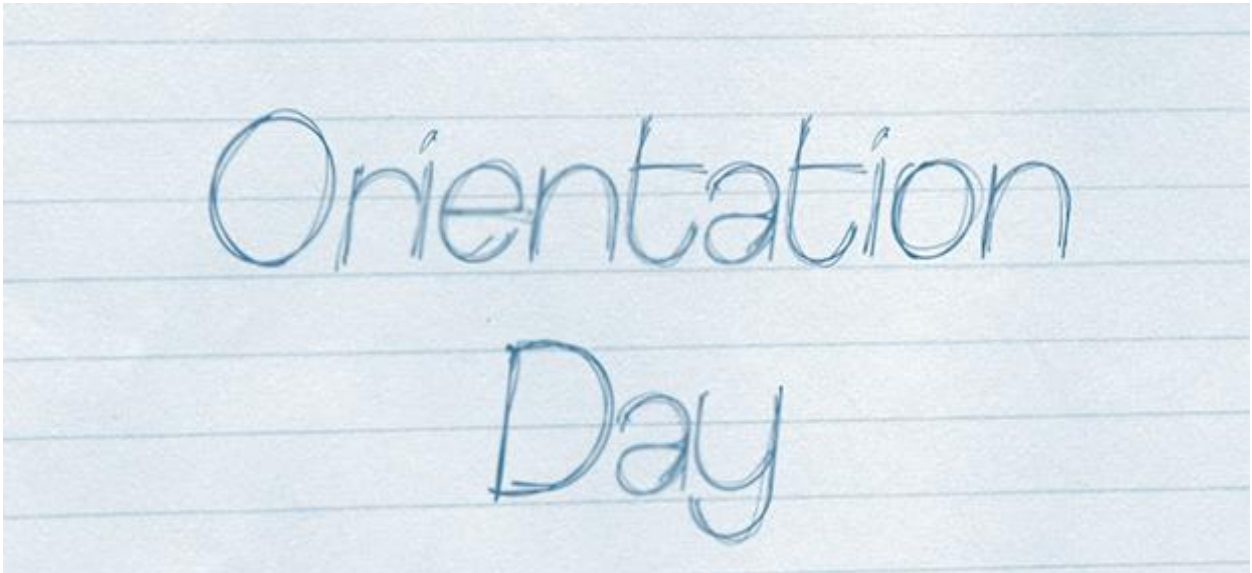**SR Research Experience**
10 undergraduate students

SR Graduation
79 participants

Participants

16 faculty

50 undergraduate students

- graduate students

13 others (i.e. alumni, community)

Total of **79 participants**

Scholars in Residence Orientation Activity[22]
Speakers: iINAS staff

Satisfaction - Participants satisfaction with the activity facility, resources, content, and facilitator was evaluated. All the participants were satisfied with the speaker, place, and content of the orientation (see Table 41).

Table 41. Satisfaction Items	Mean*
I received the activity information (location and time) beforehand.	5.0
The activity meet my expectations	5.0
Place was centric and easy to get access	5.0
Place was ready at the schedule time	5.0
The activity did not exceed the allotted time	4.9
Materials distributed were informative	4.8
The presentation help me understand the SR program goals	4.7
The presentation help me understand the student performance expected outcomes	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

Participants Comments

"Excellent orientation"

"Very useful orientation"

"An excellent initiative for students and faculty"

---

[22] The evaluation was completed by 9 participants.

Scholars in Residence Seminars
Speakers: Various
Fall & Spring Semester

Satisfaction - Students satisfaction with the seminars facility, resources, content, and speaker was evaluated. The majority of the students were satisfied with the speaker, place, and content of the seminars (see Table 42). Students were more satisfied with the seminars offered during the second semester.

Table 42. Satisfaction Items	Mean*	
	Fall	Spring
Content of the seminars	4.1	5.0
Importance of the project accomplished	4.1	5.0
Organization	4.1	4.9
Power point presentation	4.0	4.8
Teaching method	3.7	4.9
Interpersonal relationship between students and coordinator of the seminar (i.e. confidence to participate , question, criticize)	3.5	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from deficient (1) to excellent (5)

Students also made comments and **recommendations** for improve the residence experience. The following recommendations were made:

- ✓ Slight changes in calendar to establish weekly deadlines
- ✓ Provide a stipend to students
- ✓ More seminars and meetings to foster group cohesion
- ✓ More emphasis in the importance of the research experience
- ✓ Bring more speakers
- ✓ Directors should be more involved in students' research projects
- ✓ More creative activities
- ✓ Meetings with graduate students to learn about their experience *(i.e. application process, thesis, summer internship)*
- ✓ Field trips
- ✓ Open discussions about specific lectures
- ✓ Activities outside the classroom
- ✓ Improve the pre/post test
- ✓ Increase students participation in the seminars

Moreover, students identified the **topics or area of interest** for future seminars. The following topics were suggested:

- ✓ How to apply for scholarships, graduate school and summer internships
- ✓ Conference in how to publish
- ✓ A workshop with Dr. Gelpi from Hispanic Studies about how to use literature tools for writing
- ✓ Digital Humanities
- ✓ Proposal writing for foundations
- ✓ Journal writing
- ✓ Creation
- ✓ Theoretical and philosophical topics

SR MOST LIKED

" *the trust placed in us, the opportunity to have a mentor ...*"

"*the research project...This is a perfect opportunity to put in practice what I have learn, improve and learn new things*"

"*the workshops about academis task (ie. CV, poster)*"

"*the invited speaker, the topics were very good*"

"*the presentations of Vilches and Stankish were very valuable for me because they opened the world of possibilities within the humanities and academia*"

"*Doctor Stinson presentation*"

"*the discussions generated during our meetings*"

"*[Prof.] Gelpi and Mayra* "

"*the variety of topics*"

SR AREA FOR IMPROVEMENT
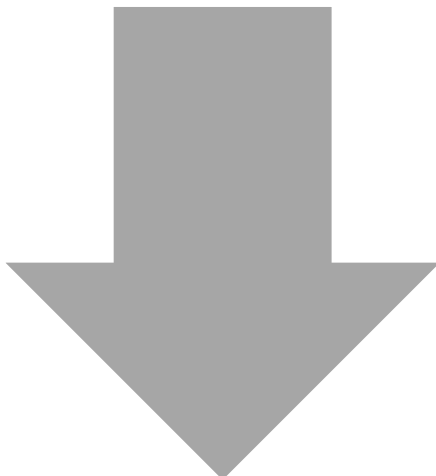
" *..more mentors..I know is not INAS fault, but it can be a problem*"

"*..only one creative project..a clear preference...If there was quorum or not*"

"*..more workshops focused into research aspects..*"

"*...at the beggining the mentor-students role were not clear. In my case, in the end, it brought a bit of discomfort; although the program [staff] always treated us kindly.. in summary better communication*"

Scholars in Residence Research Experience
Mentors: Various
Fall & Spring Semester

Pre/Post - Students were asked to rate their research methodological knowledge before and after the scholar program experience. A pre-test and post-test was administered each semester. The questionnaire gathers information about students' knowledge and skills in scientific method, data analysis, oral and written communication. At the end of both semester students self-reported an increase in the research and methodological knowledge and skills (see Graph 1).

Graph 1. Scholars Residence Students Pre/Post Mean Score

Pre-Test (Fall)	Post-Test (Fall)	Pre-Test (Spring)	Post-Test (Spring)
3.9	4.5	4.5	4.7
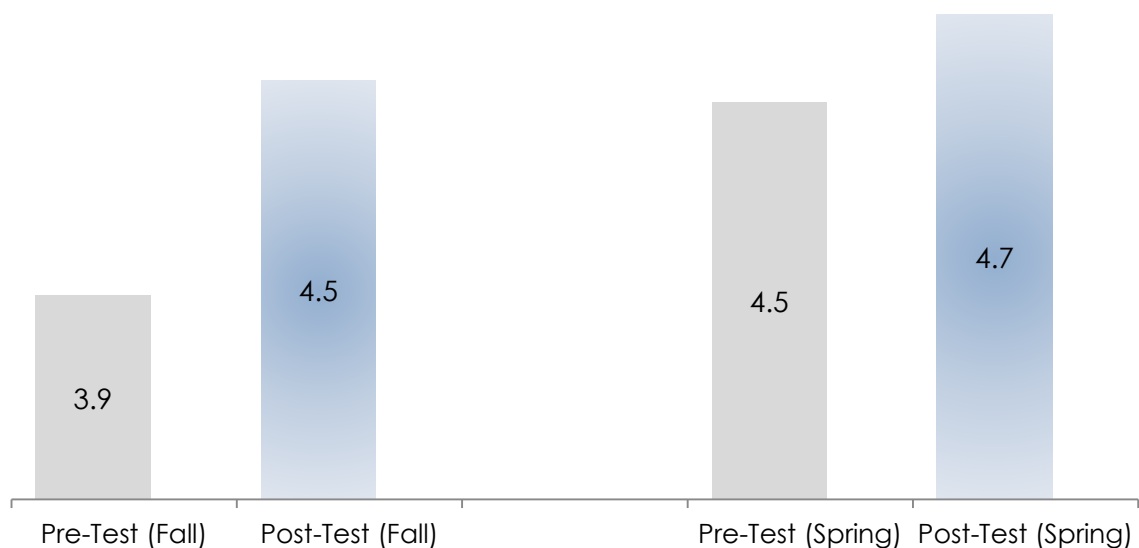
Mentoring Experience - Students were also asked to evaluate their mentoring experience. The majority of the students describe the experience as 'excellent'. Specifically, students were very satisfied with mentoring relationship; accessibility and '*acceptance to new ideas and opinion*' (see Table 43).

Table 43. Mentoring experience (Students)	Mean*	
	Fall	Spring
Relationship with my mentor	5.0	4.8
Opportunity to learn: acceptance to new ideas and opinions	4.8	5.0
Opportunity to learn: task assigned orientation	4.6	4.3
Opportunity to learn: accessibility	4.6	4.8
Opportunity to learn: materials assigned	4.6	4.6
Opportunity to learn: organization	4.5	4.3
Opportunity to learn: project objectives and current status orientation	4.4	4.5
Task performed	4.4	4.4
Mentor supervision in one-on-one meetings	4.3	4.3
Research workload	4.3	4.5
Mentor supervision in group meetings	4.3	4.2

Mentors also evaluated students' performance. They were satisfied with the students' attendance, initiative and computer skills (see Table 44).

Table 44. Mentoring experience (Faculty)	Mean*	
	Fall	Spring
Attendance	5.0	4.6
Computer skills	5.0	4.8
Initiative	4.8	4.9
Ethic in research	4.8	5.0
Presentation and publication	4.6	5.0
Punctuality	4.6	4.7
Inter-personal relationship	4.6	5.0
Teamwork	4.6	5.0
Workload	4.6	4.5
Oral communication in Spanish	4.6	4.5
Written communication in Spanish	4.6	4.5
Oral communication in English	4.5	4.7
Written communication in English	4.0	4.6

**Note: Ratings are based on a 5-point Likert scale ranging from deficient (1) to excellent (5)

Scholars in Residence Students

Testimonials

"My [mentor] always was available to collaborate and deepen to help me define what a really want. Her instructions were excellent and her expertise unique"

"Doing research with [this professor] allows me to actively participate in the research process. Moreover, I was able to explore my intellectual curiosity with the guidance of the professor. This program [iINAS] gave me the opportunity to grow as researcher and provided me the necessary tools, mentoring and workshops to have success in the creative project"

"Scholars [in Residence] have been a new platform to work in my project. Although mi research process has been more individually, I was working before iINAS in a project. Scholars gave me the opportunity to rethink and reevaluate my methods"

"My mentor has been excellent and valuable. She is generous and let me borrow her research books. Without her support I will not applied to graduate school. I'm very grateful. We see each other once in a week. She ensures that I understand the theorist, and if I don't comprehend she hold up and explain it. Also she suggest ideas that challenge me"

"Excellent, flexible, helpful [referring to the mentor]... I wish to continue working with him"

"I'm very pleased with the excellent performance of my professor. He guided me through the research [project] and compromise to do a collaborative work. The marvelous opportunity that iINAS gave me to work with this professor made me growth in different aspects not just academic but professionally. The professor has been careful with the selection and discussion of text... Thank You iINAS"

Satisfaction - Participants satisfaction with the activity facility, resources and content was evaluated. The majority of the participants (85%) were satisfied with the place, and content of the graduation activity (see Table 45).

Table 45. Satisfaction Items	Mean*
Place was centric and easy to get access	4.5
The oral presentations help students share their research projects to the audience	4.4
The program activity distributed help me understand the students and mentors accomplishments	4.3
The poster session help students share their research projects to the audience	4.0
The activity meet my expectations	4.0

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[23] The evaluation was completed by 34 participants.

Participants Comments

"Activity did not start on time"

"…more organization in the part of the media"

"Excellent"

"the food was excellent"

"most of the activity was disorganized"

"better time management"

"a good opportunity for the students"

"more coffee next time"

"a wonderful graduation, I have not seen something similar"

Research Capacity Enhancement Training

Description: This initiative consists of a series of workshops oriented to develop students mentoring and advanced research skills. Topics will address: method in qualitative and quantitative research; data processing and analysis, record keeping, ethics, mentoring, oral presentation, proposal and publications writing and peer review process.

Activities & Participants: Eight trainings were offered. A total of 190 persons attended the trainings. The majority was undergraduate students (n=135).

★ Writing correctly in Spanish
  - **Invited Speaker**: Dr. Rosa Guzmán
  - **Participants**: A total of 30 participants [18 undergraduate students]

★ Quantitative research
  - **Invited Speaker**: Dr. Ana I. Álvarez & Dr. Rogelio Cardona
  - **Participants**: A total of 22 participants [15 undergraduate students]

★ How to write avoiding plagiarism?
  - **Invited Speaker**: Dr. Rosa Guzmán
  - **Participants**: A total of 20 participants [6 undergraduate students]

★ Cultural entrepreneurship
  - **Invited Speaker**: Dr. Javier Hernández
  - **Participants**: A total of 1participant [1 undergraduate student]

★ How to design a digital portfolio?
  - **Invited Speaker:** Dr. Carmen Pacheco
  - **Participants**: A total of 11participants [7 undergraduate students]

★ Integrating Graphic Storytelling into Undergraduate Courses to Foster Creativity and Critical Inquiry /In Consideration of Fanboys and Geek girls: A conversation about Studying the Popular Arts
  - **Invited Speaker:** Dr. Matthew Smith
  - **Participants**: A total of 61participants [52 undergraduate students]

★ Writing, Body and Memory; On Creative Writing
  - **Invited Speaker:** Dr. Silvia Molloy
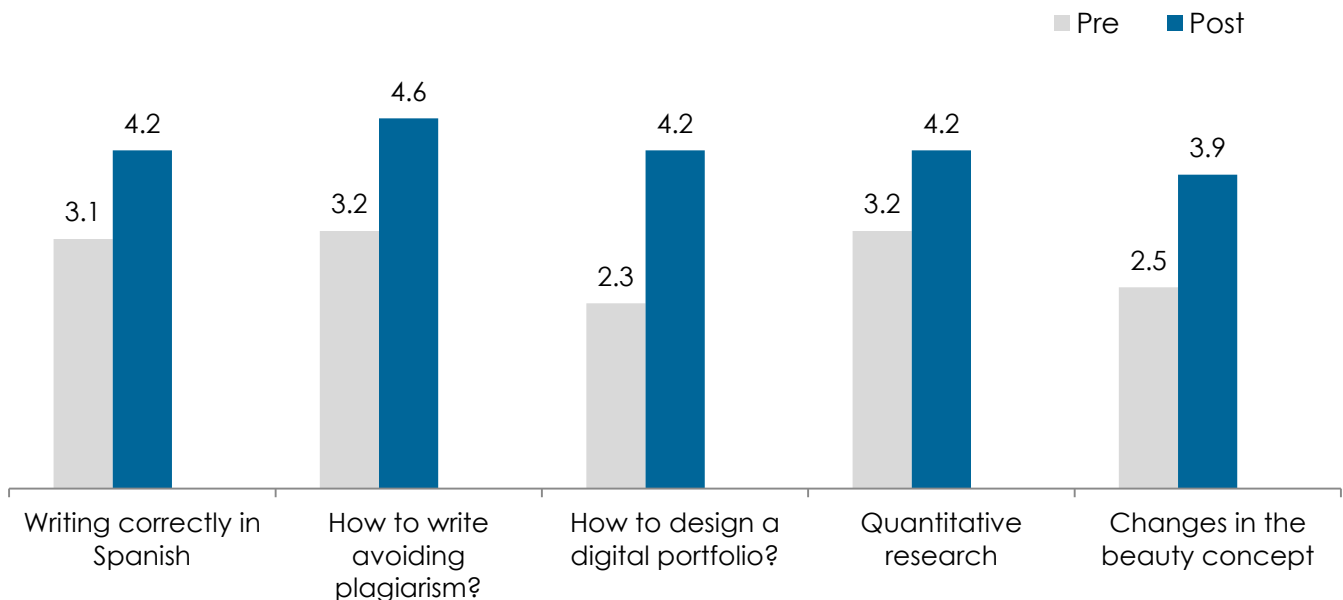 - **Participants**: A total of 20 participants [16 undergraduate students]

- **Invited Speaker:** Dr. Jose Villalon
- **Participants**: A total of 25 participants [20 undergraduate students]
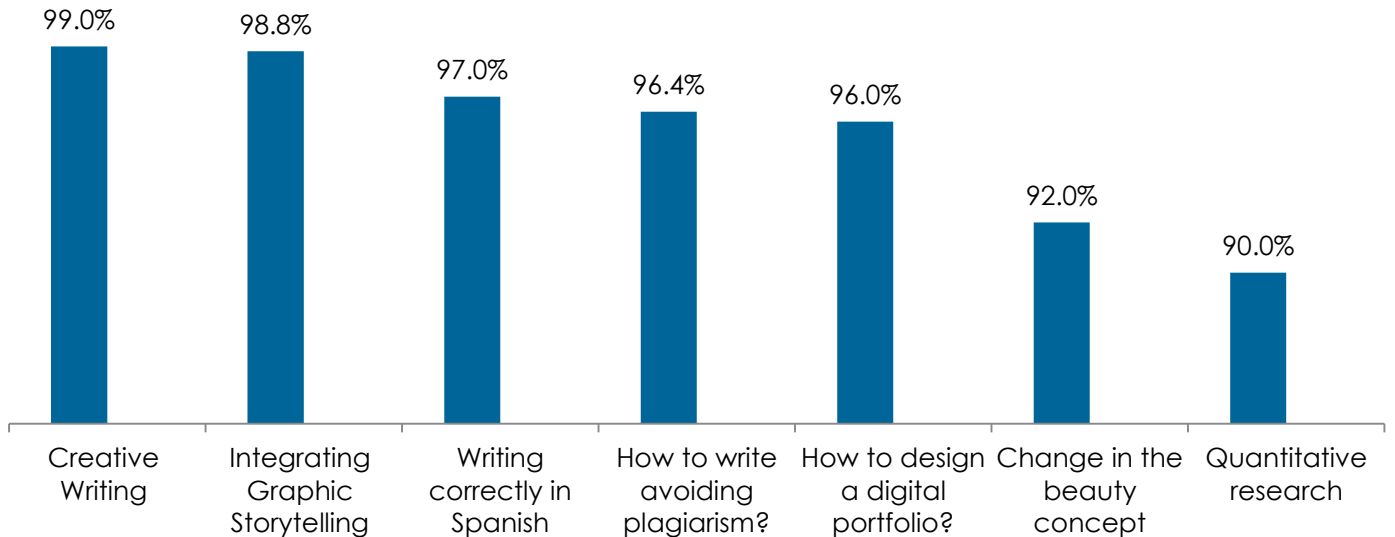
Change in Knowledge – Participants were asked to rate their knowledge before and after the workshop. A pre-test and post-test was administered. The questionnaire gathers information about participants' knowledge, satisfaction and recommendations. At the end of the workshop most of the participants reported an increase in perceived knowledge (see Graph 2).

Graph 2. Pre and Post Test Mean Score

Pre   Post

Category	Pre	Post
Writing correctly in Spanish	3.1	4.2
How to write avoiding plagiarism?	3.2	4.6
How to design a digital portfolio?	2.3	4.2
Quantitative research	3.2	4.2
Changes in the beauty concept	2.5	3.9

Satisfaction - Participants satisfaction with the facility, resources, content, and speaker was also evaluated. Most of the participants were very satisfied (see Graph 3).

Graph 3. Satisfaction Score by Workshop

	99.0%	98.8%	97.0%	96.4%	96.0%	92.0%	90.0%

Creative Writing | Integrating Graphic Storytelling | Writing correctly in Spanish | How to write avoiding plagiarism? | How to design a digital portfolio? | Change in the beauty concept | Quantitative research

Comments- Participants made several comments about the speaker and their general satisfaction with the activity.

Table 46. Comments and Recommendations	
Writing correctly in Spanish	*"Excellent"* *"use more examples of common errors"* *" a follow up training"* *"we need more writing workshops"* *"excellent presentation"* *"I congratulate the professor for the excellent work"*
How to write avoiding plagiarism?	*"thanks"* *"excellent resource, clear and well documented"* *"promote student and faculty participation"* *"Dr. Guzmán always exceed my expectations"*
How to design a digital portfolio?	*"awesome"* *"excellent, very informative"* *"very good and useful"* *"awesome"* *"useful information for academic and professional development"*

Table 46. Comments and Recommendations	
Creative Writing	*"Excellent visit"* *"I wish more workshops like this!"* *"Very good idea to bring people from outside with other experiences, culture, to do this kind of activities."* *"It was a good opportunity for those who want to further develop in writing"* *"I liked the [conference], the writer was very nice and intelligent"* *"What a pity that only lasted two hours"* *"They should do this more often"*
Changes in the beauty concept	*"The training should have been in a more accessible schedule"* *"Very good"* *"The philosophical part was the most interesting"* *"I like it very much; the dynamic was very good"*
Integrating Graphic Storytelling	*"Awesome!"* *"Perfect!"* *"It could be longer"* *"Excellent conference"* *"Would love to hear more"* *"More time"* *"Very good speaker, demonstrated a vast knowledge in the topic"* *"Very good presentation"*

Summer Research and Creative Activity Internship (SRCE)

Description: The goal of this initiative is to provide students an opportunity to participate in a summer research project. A group of five students are mentored by a faculty. The students carry out a project during six weeks. The research experience is also enriched with seminars about graduate school opportunities, research tools and creative activity topics. A total of **47** undergraduate students were selected. Students were from the following:
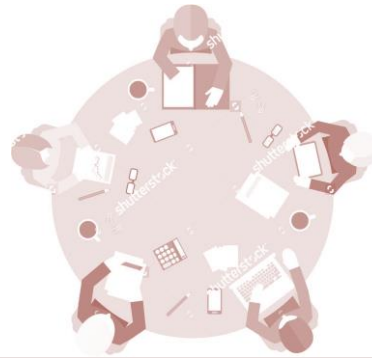
Expected Outcome

★ A least 5 student-led research projects (5 students in each project)

★ **32** in the College of Humanities

★ **5** in the School of Communication

★ **3** in the College of Education

★ **3** in the School of Architecture

★ **2** in the College of Social Science

★ **1** in the College of Natural Science

★ **1** in the College of General Studies

SRCE Participants

	Group #1	Group #2	Group #3
Project Tittle	30 year of Oller Gallery	The history of art as a profession in the XXI century	Jack Delano in the UPR
Mentor	Dr. Laura Bravo	Prof. Indira de Choudens	Dr. Ingrid Jiménez

	Group #4	**Group #5**	**Group #6**
Project Tittle	César Andreu Iglesias collection: a view of Puerto Rico in the 40s'	Puerto Rico, the Hispanic Antilles and the Caribbean in the work of Sidney W. Mintz	Pre - production and staging of the play "(I) maginary "
Mentor	Dr. Miriam del C. Lugo	Dr. Juan Giusti	Dr. Carola Gacía & Prof. Sylvia Bofill

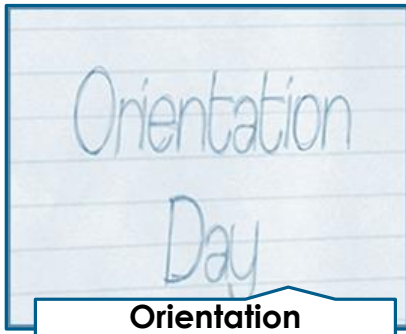|	**Group #7**	**Group #8**	**Group #9**
Project Tittle	Architecture and religious art in Puerto Rico	Evaluation criteria and processes used by publishers to publish Puerto Rico Hispanic texts	Caribbean subjectivities: spaces for reflection in contemporary literature
Mentor	Dr. Nilsevady Fussá	Dr. Carmen Pérez	Dr. Yolanda Izquierdo

	Group #10
Project Tittle	Narratives of Participatory Culture: Reading Fan Written Fiction as Literature
Mentor	Dr. Janet Maclennan

SRCE Activities

The SRCE students participated of three major activities during the summer. The first activity was an orientation provided to mentors and students. Thirty-one undergraduate students and eight faculty participated in the orientation. Moreover, students participated of six seminars (see below). At the end of the research projects students and mentors presented their work and celebrated a graduation ceremony.

★ Research at Discovery
  ● **Date:** June 3, 2014
  ● **Invited Speakers**: Dr. Janet Maclennan

★ Fractals Theatre
  ● **Date:** June 10, 2014
  ● **Invited Speaker**: Dr. Carola García

★ Paper paths: archives, document and collection in the historical research
  ● **Date:** June 17, 2014
  ● **Invited Speaker**: Dr. Miriam del C. Lugo

★ Multidisciplinary research in the research literature

  ● **Date:** June 24, 2014
  ● **Invited Speaker**: Dr. Yolanda Izquierdo

★ Concept, methods and strategy for research in history art
  ● **Date:** July 1, 2014
  ● **Invited Speakers**: Dr. Bravo, Prof. Choudens , Prof. Nilsevady Fussá

★ How to design an effective poster and oral presentation?
  ● **Date:** August 15, 2014
 ● **Invited Speakers**: Dr. Ana I. Alvarez

| **Orientation**	**Seminars**	**Graduation**
May 2, 2014	June-July, 2014	September 26, 2014
Participants: 39	**Participants: 35** (average)	**Participants: 89**

Change in Knowledge – Participants were asked to rate their knowledge before and after the SRCE experience. A pre-test and post-test was administered. The questionnaire gathers information about participants' knowledge, satisfaction and recommendations. At the end of the SRCE participants reported an increase in perceived knowledge (see Graph 4).

Graph 4. SRCE Pre and Post Test Mean Score

4.4

4.3

Pre   Post
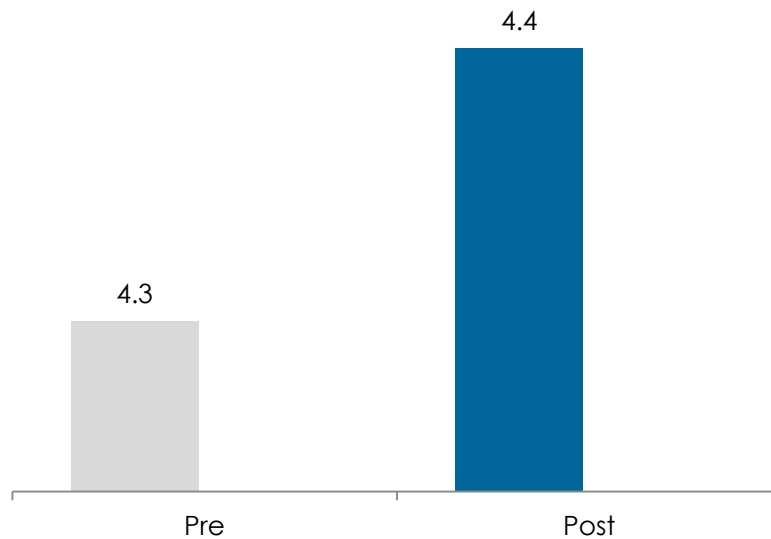
Satisfaction - Participants satisfaction with the SRCE seminars was also evaluated. Most of the students were very satisfied (see Graph 5).

Graph 5. Satisfaction Score by Seminar
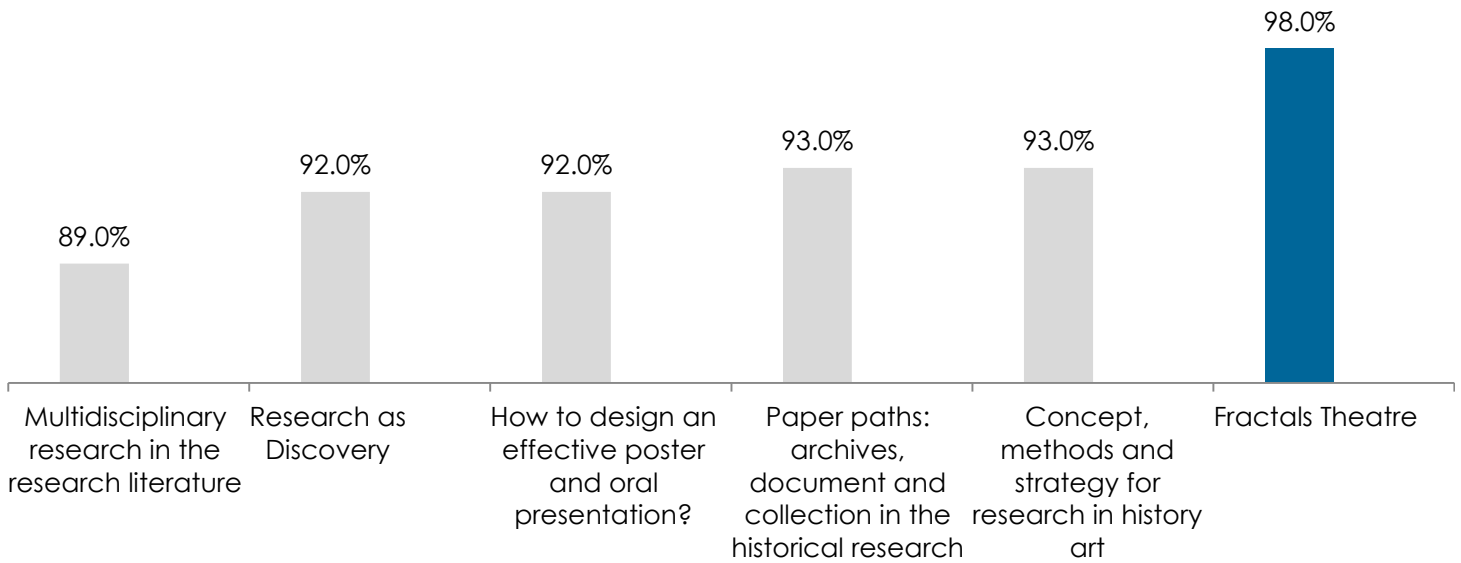
SRCE Students

Testimonials

"The SRCE initiative gives undergraduate students the opportunity to conduct paid research during the summer. Because it's during the summer, you get to spend six weeks focusing only on the research project without neglecting regular university projects. You also get more one-on-one time with the professor you chose as your mentor. It's a good research experience, especially if it's your first. It really helps you learn the research process when you don't have other responsibilities distracting you from the research. Other than the space to do research, participants also get to be part of a series of seminars that that give insight into various aspects of the research process offered by the mentors of each group. Overall, it's a chance to learn more about a topic of interest and to have something to show for it."

Participant- Group 10

Narratives of participatory culture: Reading fan written fiction as literature

"This initiative enables research experience that is not offered in the classroom and is transcendental to our academic and professional life. The undergraduate student needs these spaces that reveal their interests or research passions. Definitely we recommend this program to every college student. It is a unique experience of commitment to the university and potential undergraduate students. It is an opportunity that enriches both academically and personally; it is ultimately part of human growth" **Participant- Group 4**

César Andreu Iglesias collection: a view of Puerto Rico in the 40s'

Undergraduate Research and Creation Colloquium

Description: The Second Undergraduate Research and Creation Colloquium (SESIC, by its acronym in Spanish) was held on April 3 & 4, 2014 at the Condado Plaza Hilton Hotel. SESIC engaged students and faculty from all the academic disciplines to share ideas and creative works. The event included plenary sessions, panels, round tables, poster sessions, reading sessions, art exhibits and workshops.

Expected Outcome

★ 25 students will present their research projects

Plenary session:

★ Leonardo da Vinci's Lessons for Creative and Interdisciplinary Studies
  - **Date:** April 3, 2014
  - **Invited Speaker**: Dr. Jonathan Pevsner

★ Reinventing diplomacy through science and technology
  - **Date:** April 4, 2014
  - **Invited Speaker**: Dr. Frances Colón

★ The economic future of Puerto Rico: challenges and opportunities
  - **Date:** April 4, 2014
  - **Invited Speaker**: Dr. Gustavo Grullón

Participants: Undergraduate students and faculty from all the schools and colleges participated. A total of 361 persons participated in this event. More than half of the participants (56%) were undergraduate students. The majority of the participants' were from the college of Social Science and Humanities (see Graph 6).
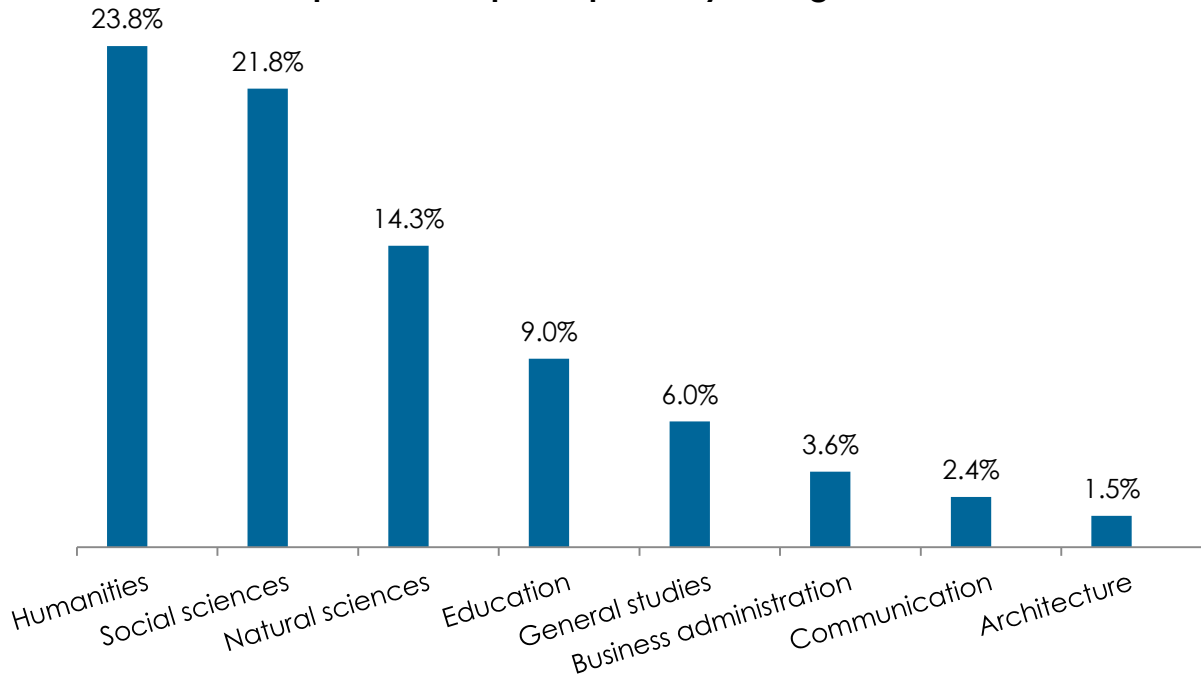
SESIC Participants

201 undergraduate students

73   faculty

7   graduate students

80   others (i.e. alumni, community)

Total of **361 participants**

Graph 6. SESIC participants by college

Bar chart showing SESIC participants by college:
- Humanities: 23.8%
- Social sciences: 21.8%
- Natural sciences: 14.3%
- Education: 9.0%
- General studies: 6.0%
- Business administration: 3.6%
- Communication: 2.4%
- Architecture: 1.5%

Leonardo da Vinci's Lessons for Creative and Interdisciplinary Studies[24]
Speaker: Dr. Jonathan Pevsner

Satisfaction - Participants satisfaction with the plenary session was evaluated. The majority of the participants were satisfied with all the evaluated aspects (see Table 47).

Table 47. Satisfaction Items	Mean*
Aspects of Da Vinci life and the intersection with science and arts were highlighted in the sessions	4.9
The speaker was receptive to the audience questions	4.8
Speaker presented the information in a clear and precise way	4.8
This session contributed to my learning	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[24] The evaluation was completed by 37 participants.

Satisfaction - Participants satisfaction with the plenary session was evaluated. The majority of the participants were satisfied with all the evaluated aspects (see Table 48).

Table 48. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.2
Speaker presented the information in a clear and precise way	4.1
This session contributed to my learning	3.9
The concept of smart power and their relation with science, technology and innovation were highlighted in the sessions	3.6

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

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[25] The evaluation was completed by 40 participants.

The economic future of Puerto Rico: challenges and opportunities[26]
Speaker: Dr. Gustavo Grullón

Satisfaction - Participants satisfaction with the plenary session was evaluated. The majority of the participants were satisfied with all the evaluated aspects (see Table 49).

| Table 49. Satisfaction Items	Mean*
Puerto Rico challenges and opportunities to boost economic growth were discussed	4.6
This session contributed to my learning	4.5
Speaker presented the information in a clear and precise way	4.4
The speaker was receptive to the audience questions and comments	4.3

**Note: Ratings are based on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5)

---

[26] The evaluation was completed by 35 participants.

Description: [IN]Genios is a digital peer reviewed journal for the publication of undergraduate students' work that was launched in May, 2014. Its mission is to stimulate the academic and creative productivity of undergraduate students at the UPR-RP. It offers opportunities for the dissemination of the best research articles and creative projects from UPR-RP campus. Undergraduate students from the different academic programs at UPR-RP campus can submit their projects. [IN]Genios gathers original research articles and creative projects whose principal authors are undergraduate students. [IN]Genios' first volume (Num. 1) was published on September 2014. A combination of research articles and creative projects were included in this publication.
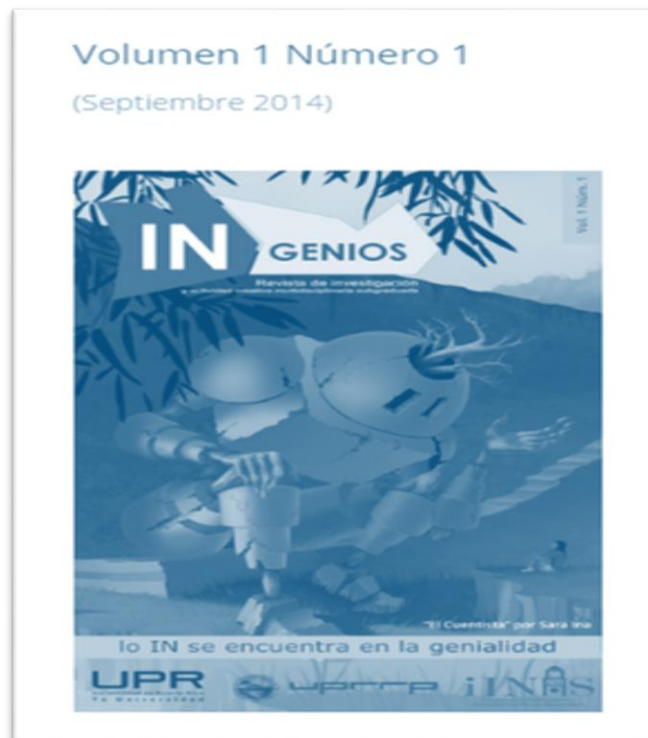
Students Strand: Accomplishments

This table summarize the expected outcomes and results for the student strand. The majority of the objectives were accomplished as expected.

Components	Expected Outcome	Result	Accomplishment ⭐
Scholars in Residence Program	O_1: At least 5 scholars participants	Accomplished	★ A total of **10 students** were selected.
	O_2: At least, 80% satisfaction and knowledge increase	Accomplished	★ Most of the participants reported an increase of knowledge in all the questionnaire items.
Research Capacity Enhancement Training	O_3: At least 8 sessions will occur each year	Accomplished	★ Eight trainings were offered.
	O_4: At least 50 students will attend per session	Outcome Exceeded	★ A total of 190 persons attended the trainings, 135 undergraduate students participated.
Summer Research and Creative Activity Internship (SRCE)	O_5: At least 10 student-led research projects (5 students in each project)	Accomplished	★ 10 research projects were implemented. A total of 47 students participated.
Undergraduate Research and Creation Colloquium (SESIC)	O_6: Twenty-five students will present their research projects	Outcome Exceeded	★ 201 undergraduate students participated of SESIC

Strand 3: Institutional

Institutional Efforts

Description: The third strand of the iINAS project focused in strengthening the Institution's grant writing and fundraising capacity. In order to accomplish this goal a comprehensive Office of Sponsored Research will be developed to guide faculty through the pre and post award process. In addition, a series of grant writing workshops will be implemented in order to increase faculty's capacity on available funding sources and requirements.

Accomplishment: The table below summarize the expected outcomes and results for the institutional strand.

Component	Accomplishment**
Grant writing and Fundraising activities	★ **Two** trainings[27] were provided: *Grant Writing Workshop in Digital Humanities* [April 30, 2014] **10 Faculty** participated - Successful Proposal Writing in the Humanities[May 9, 2014] **14 Faculty** participated ★ 757 proposals submitted to different federal agencies [yrs. 2010-2014]. **Increase of 29%** over the 2009 baseline
Undergraduate Learning and Interdisciplinary Research Center (ULIRC)	★ Established to coordinate the development and pilot testing of: 1) a research topic database (Y1) to facilitate investigation of potential undergraduate research topics; 2) an electronic portal (Y2) for student access to research topics, funding and general information, as well as summer research experiences and internships 3) an electronic journal (Y3) to publish undergraduate student research. ★ Intense efforts to identify a proper location to ULIRC ★ Chancellor approved a space in one of the new buildings of the Faculty of General Studies

**Source: Annual Progress Report 2014

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[27] These activities have impact on the Faculty and Institutional Strand. The trainings were previously described in the Grant Writing Week section.

Recommendations

The main goal of iINAS is to undergraduate faculty and student's capacity to conduct research on fields other than natural sciences. The annual evaluation confirmed the efforts of the iINAS project leadership to comply with its main goal and objectives. Overall, students and mentors were very satisfied with the program activities (research experiences) and resources (*i.e. SRCE, Scholars in Residence, Faculty Summer Fellow Program*). Furthermore, faculty, students and participants of the training sessions, workshops, and seminars reported high levels of satisfaction with the speakers, content and place (*i.e. SRI, Research Capacity Enhancement Training, and Integration Seminars*). In order to continue improving iINAS, the following recommendations are made:

- ✓ **Incorporate a collaboration section in the evaluation questionnaire**. The collaboration section will help document the following: (1) if participants initiated/establish a collaboration, and (2) brief description of the collaboration. This is highly recommended to the evaluation instruments implemented during the Faculty Integration Seminars, Faculty Summer Research Institute and the Undergraduate Research and Creation Colloquium.

- ✓ **Increase student's participation in the Research Capacity Enhancement Trainings**. This initiative is primary directed to students. It is expected that at least fifty students participate in each session. However, only one session had an attendance of 50 or more students.

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