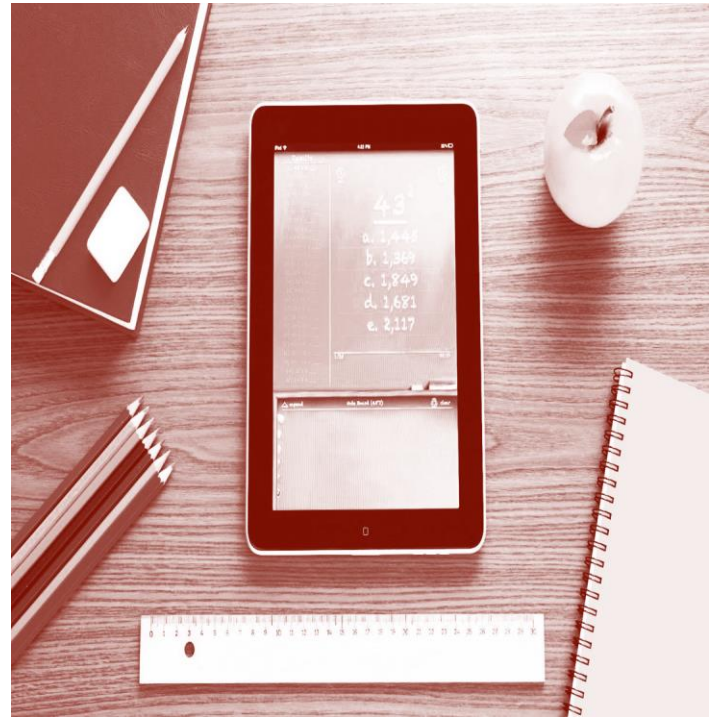


Strengthening UPR-RP Through Development of a Research-Based Academic Culture
Title V-Developing Hispanic-Serving Institutions Program CFDA #84.031S
Department of Education PR/Award #PO31S100037
October 1, 2010 to September 30, 2015



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Zobeida Diaz Perez
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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 School of Business Administration during the 2014-2015 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 considered 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 below¹.

STRAND 1: Expanding undergraduate faculty capacity to actively engage in research

- ★ Three Summer Research Institutes were offered and 55 Faculty participated.
- ★ 14 Summer Research Fellowships were awarded
- ★ Three mini-grants were awarded
- ★ 75 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

- ★ Third Undergraduate Research and Creation Colloquium (TESIC)
- ★ 269 undergraduate students participated in TESIC
- ★ 255 undergraduate students participated of the Research Capacity Enhancement Training
- ★ 5 SRCE research projects and 24 students
- ★ 5 Scholars in Residence participants
- ★ [IN]Genios' (Vol.1-Num 2 & Vol.2-Num 1) was published

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

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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, Río 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-Río Piedras, by increasing research and creative activity

The iINAS mission of enrich the UPR-Río 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 undergraduate 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 undergraduate 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 process (*i.e. pre-post award, project transaction, reporting and technical assistance*); implementation of fundraising workshops, and grant writing trainings.

Evaluation Purpose and Scope

The iINAS 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. The 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.

The DSC-CIES applied a collaborative partnership approach based on the Robert Wood Johnson Foundation Stakeholder Engagement model (see Figure 1) with the iINAS in order to maximize the evaluation design process. Rather than act as an external entity to which responsibilities are assigned, the DSC-CIES/ iINAS 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.

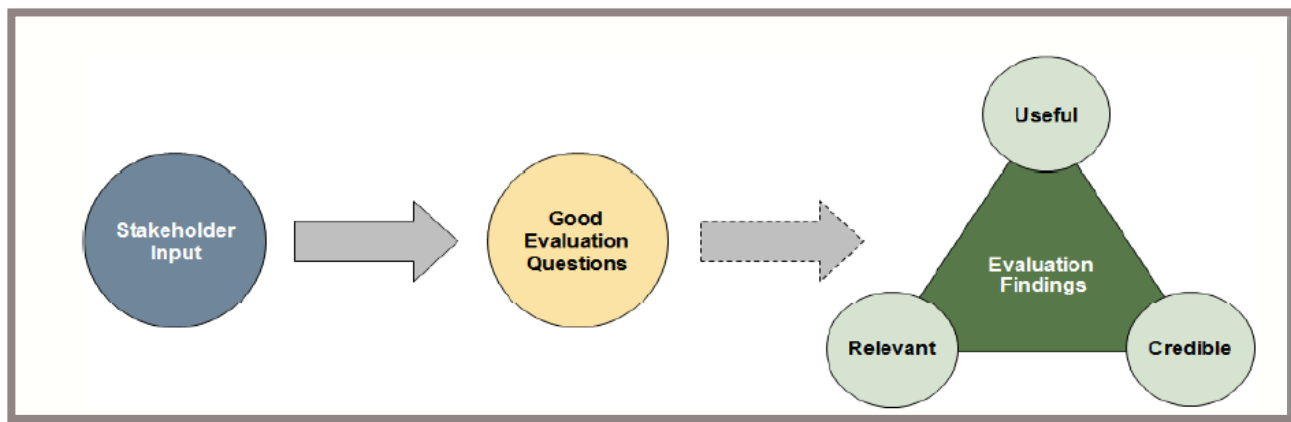


Figure 1. A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions, Robert Wood Johnson Foundation (2009)

The 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.

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



Figure 2. DSC-CIES Evaluation Approach

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 School of Business Administration during the 2014-2015 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 databases collected during the 2014-2015 period. A variety of evaluation sources were considered 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

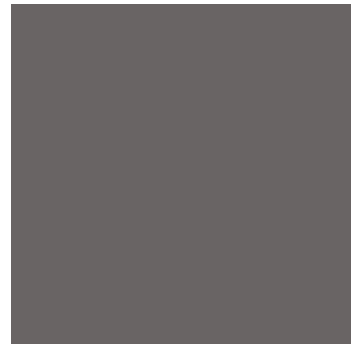
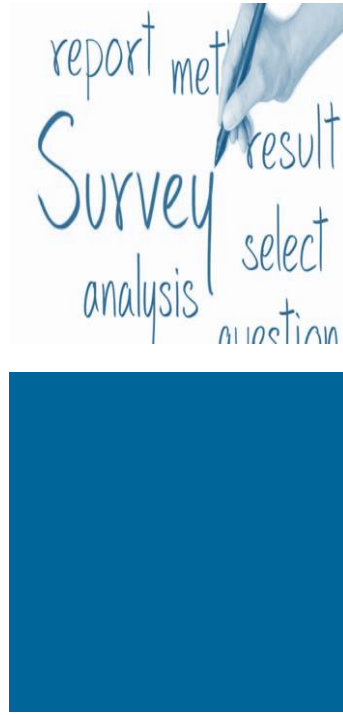


Evaluation Data Sources

- ✓ **Activity satisfaction surveys-** At the end of each seminar, workshop, or training session's participants completed a self-administered questionnaire. The instrument comprised 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 2014-2015 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 iINAS 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 Outcomes

- ★ At least 60 faculty will participate
- ★ 80% of participants will report increase in knowledge of mentoring and research skills

Activities & Participants: Eight activities were implemented in order to accomplish the initiative objectives. A total of **75 faculty** members participated of these activities. Below the distribution of the activities participants are presented.

Quantitative Research applying R (Part I)

12 faculty
1 undergraduate students
- graduate students
- others (i.e. alumni, community)
Total of **13 participants**

Quantitative Research applying R (Part II)

11 faculty
6 undergraduate students
- graduate student
- others (i.e. alumni, community)
Total of **17 participants**

Crowd-funding

6 faculty
20 undergraduate students
1 graduate students
3 others (i.e. alumni, community)
Total of **30 participants**

Introduction to Statistical Analysis (Part I)

8 faculty
1 others (i.e. alumni, community)
1 graduate students
Total of **10 participants**

Introduction to Statistical Analysis
(Part II)

9 faculty
1 undergraduate student
1 graduate students

Total of **11 participants**

Intellectual Property

6 faculty
16 undergraduate student
1 other (i.e. alumni, community)

Total of **23 participants**

The Serious Business of Teaching with
Comics

12 faculty
- undergraduate student
- graduate students

Total of **12 participants**

Using films in business administration
courses

11 faculty
- undergraduate student
- graduate students

Total of **11 participants**

Quantitative research applying R (Part I)²

Speaker: José Vega

October 1, 2014



Change in Knowledge – At the end of the training most of the participants reported an increase in perceived knowledge (see Table 1). Most of the participants were 'very knowledgeable' or 'knowledgeable'.

Table 1. Perceived Knowledge	Mean*	
	Pre	Post
I know descriptive statistics	3.5	4.7
I know how to interpret frequency table	3.3	4.7
I know how to interpret variability graphics	3.1	4.6
I know about inferential statistics	3.0	4.7
I know the interpretation of the p-value	3.0	4.2
I know the process to import data from Excel to 'R'	1.6	4.4
Total	2.9	4.5

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

² The evaluation was completed by 10 participants.

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

Table 2. Satisfaction Items	Mean*
Place was centric and easy to get access	5.0
The activity did not exceed the allotted time	4.9
The speaker was receptive to the audience questions and comments	4.9
The activity contributed to my learning	4.8
Speaker presented the information in a clear and precise way	4.6
The activity meets my expectations	4.5

**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 workshop (see Table 3). Most of the comments were related to the satisfaction of the participants.

Table 3. Comments and Recommendations	
Satisfaction	<i>"Very good training"</i>
Recommendations	<i>" more time...opportunity to do exercises in the computer"</i> <i>"begin on time..."</i>
Other	<i>"too fast for someone who is not familiarized with the program R"</i> <i>"the promotion tittle was inadequate; it will be better to announce the seminar as introduction to qualitative analysis using R"</i> <i>" the promotion of the activity didn't mention that we were going to use a statistical program"</i>

Quantitative Research applying R³ (Part II)

Speaker: José Vega

October 8, 2014



Change in Knowledge – At the end of the training most of the participants reported an increase in perceived knowledge (see Table 4). Most of the participants were 'very knowledgeable' or 'knowledgeable'.

Table 4. Perceived Knowledge	Mean*	
	Pre	Post
I know how to perform a simple linear regression	2.8	3.9
I know how to perform a multiple regression analysis	2.7	3.8
I know how to perform a logistic regression analysis	2.4	3.8
I know how to analyze contingency tables	2.2	4.2
I know about correspondence analysis	2.2	3.8
I know how to interpret odds ratio	2.1	3.8
I know how to transform variable using 'R'	1.8	4.2
Total	2.4	4.0

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

³ The evaluation was completed by 17 participants.

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

Table 5. Satisfaction Items	Mean*
Place was centric and easy to get access	4.8
Speaker presented the information in a clear and precise way	4.6
The activity did not exceed the allotted time	4.6
The speaker was receptive to the audience questions and comments	4.6
The activity contributed to my learning	4.5
The activity meets my expectations	4.4

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

Participants Comments

{

"Very good"

"Good"

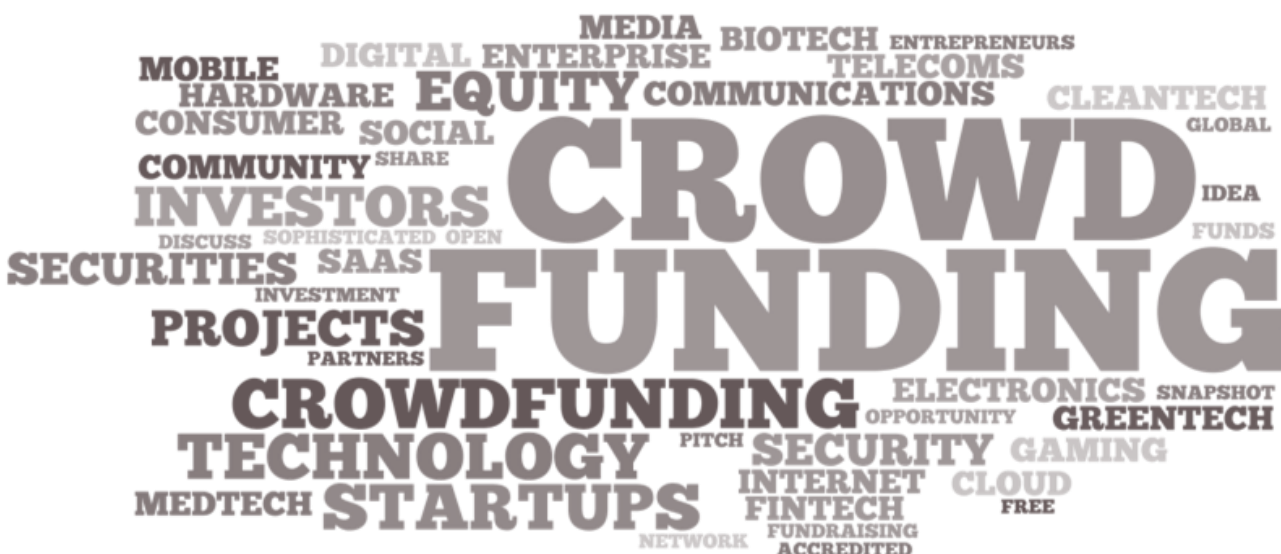
" a bit slower in the explanation"

}

Crowd-funding⁴

Speaker: José Rodríguez

November 5, 2014



Change in Knowledge - At the end of the conference most of the participants reported an increase in perceived knowledge (see Table 7). The majority of the participants were 'very knowledgeable'.

Table 7. Perceived Knowledge	Mean*	
	Pre	Post
I know the concept crowd-funding	3.3	4.1
I know the key components of a successful project	3.2	4.2
I know the concept crowd-sourcing	3.1	4.2
I know models of crowd-funding	3.0	4.1
I know the process linked to crowd-funding	3.0	4.2
Total	3.1	4.2

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

⁴ The evaluation was completed by 25 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
Place was centric and easy to get access	4.9
The activity contributed to my learning	4.7
Speaker presented the information in a clear and precise way	4.7
The activity did not exceed the allotted time	4.7
The activity meets 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

"Excellent initiative"
"Excellent"
"Provided a clear orientation"
"Training in employment law for community"
" Use microphone the [acoustic] is not good in the O-111 classroom"

Introduction to Statistical Analysis⁵ (Part I)

Speaker: Martha Alvarez

February 27, 2015



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 9). The majority of the participants were 'very knowledgeable'.

Table 9. Perceived Knowledge	Mean*	
	Pre	Post
I know about the following concepts: population, census and sample	3.5	4.5
I know the differences among descriptive and inferential statistics	3.3	4.5
I know about different type of variable	3.3	4.6
I know about sampling	3.1	4.5
I know about scales	2.8	4.3
Total	3.1	4.4

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

⁵ The evaluation was completed by 8 participants.

Satisfaction – Participants were asked to evaluate the activity facility, resources, content and invited speaker (see Table 10). The majority of the participants (95%) were satisfied.

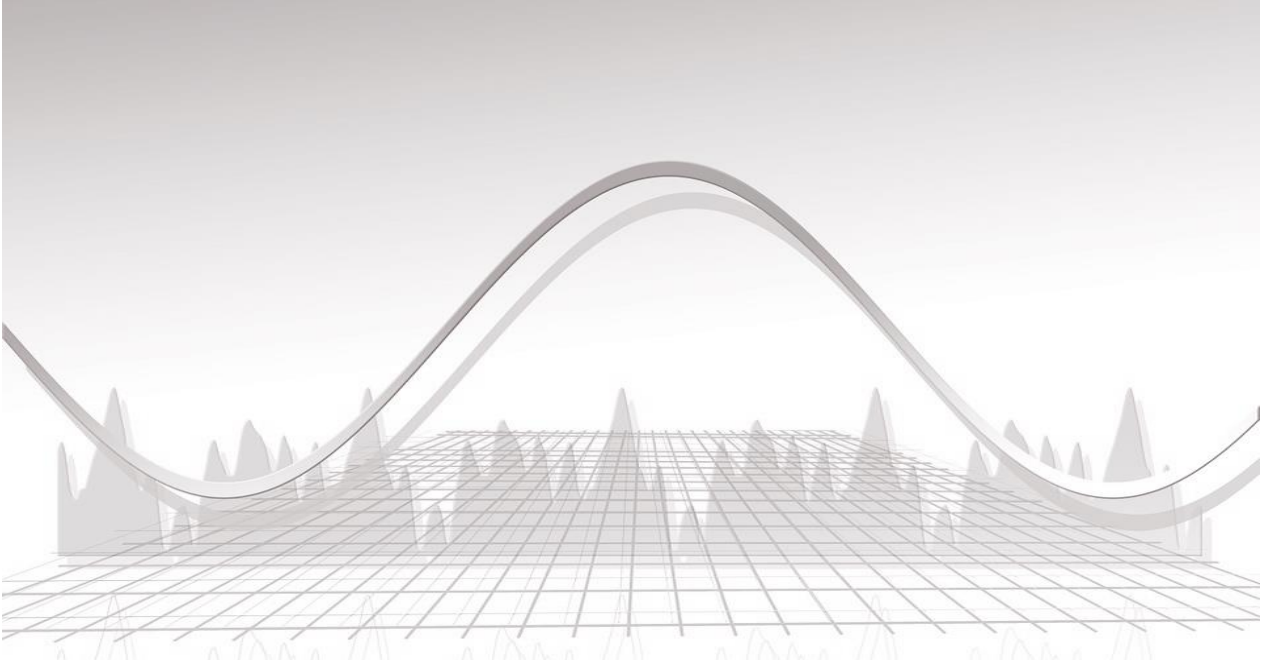
Table 10. Satisfaction Items	Mean*
Place was centric and easy to get access	4.8
Speaker presented the information in a clear and precise way	4.8
The speaker was receptive to the audience questions and comments	4.8
The activity contributed to my learning	4.8
The activity meets my expectations	4.7
The 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)

Introduction to Statistical Analysis⁶ (Part II)

Speaker: Martha Alvarez

March 6, 2015



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 11). The majority of the participants (94%) were 'very knowledgeable' at the end of the seminar.

Table 11. Perceived Knowledge	Mean*	
	Pre	Post
I know about linear and multiple regression	3.6	4.0
I know about confidence interval	3.4	4.5
I know the fundamental of inferential statistics	3.4	4.3
I know about inferential correlation	3.3	4.2
I know about hypothesis testing	3.3	4.3
I know about parametric and non-parametric statistics	3.1	4.1
Total	3.3	4.2

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

⁶ The evaluation was completed by 10 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*
Place was centric and easy to get access	5.0
The speaker was receptive to the audience questions and comments	5.0
Speaker presented the information in a clear and precise way	4.8
The activity contributed to my learning	4.6
The activity meets my expectations	4.6
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)

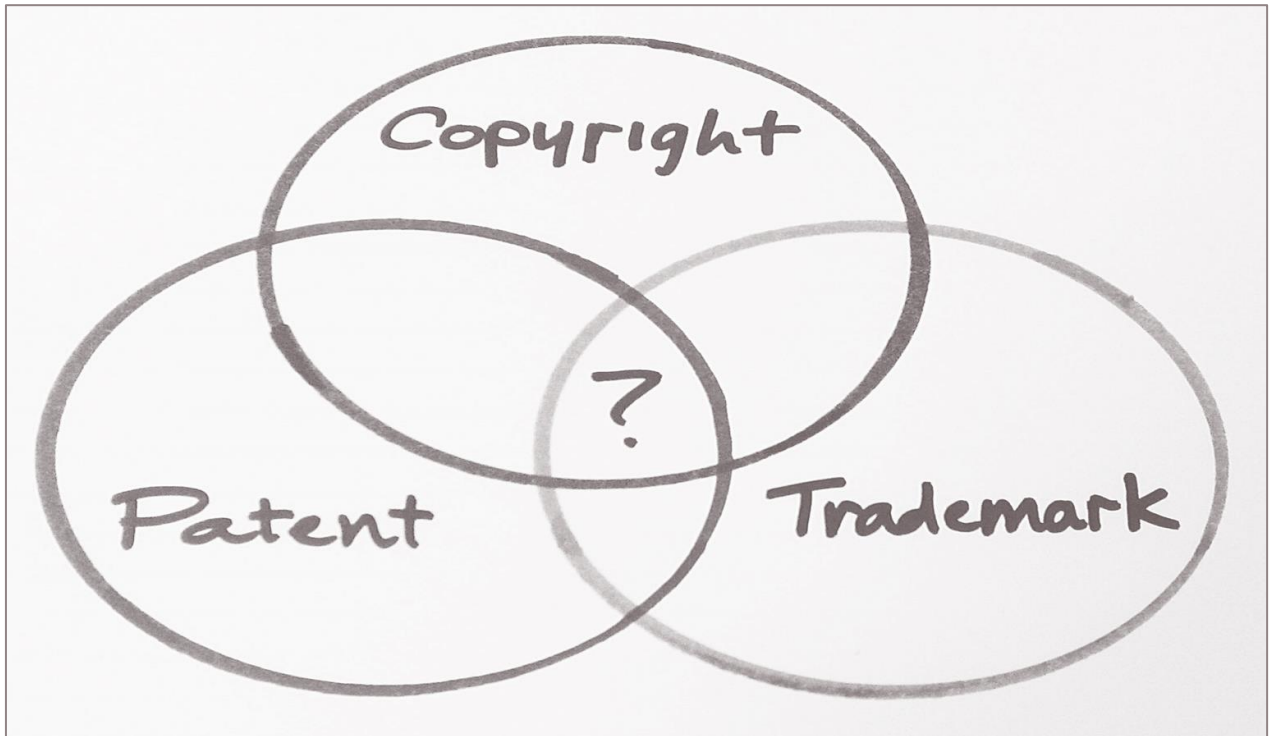
Participants' comments

"... next time the [trainer should] explain more slowly"
"Excellent training"
"[The training] could be divided into three workshops"

Intellectual Property⁷

Speaker: Maria Szendrey

October 6, 2014



Satisfaction – Participants were asked to evaluate the activity facility, resources, content, and invited speaker (see Table 13). Most of the participants were 'strongly agree' with the satisfaction items.

Table 13. Satisfaction Items	Mean*
The activity did not exceed the allotted time	5.0
The speaker was receptive to the audience questions and comments	4.9
Place was centric and easy to get access	4.9
Speaker presented the information in a clear and precise way	4.9
The activity contributed to my learning	4.8
The activity meets my expectations	4.8

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

⁷ The evaluation was completed by 22 participants.

Participants' comments

"Thank You"

"Excellent presentation"

"Very good, well organized and very educational"

*"It was very well written and explained. However, it will be more attractive to student if
the presentation were more dynamic"*

"Very interesting topic"

"I recommend explaining the legal terms"

The Serious Business of Teaching with Comics⁸

Speaker: Mathew Smith

April 10, 2015



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 14). The majority of the participants were 'very knowledgeable'.

Table 14. Perceived Knowledge	Mean*	
	Pre	Post
I know the fundamentals of comics	3.6	4.4
I know how to read comics	3.6	4.4
I know about the utility of comics to communicate an idea	3.5	4.4
I know examples of comics that can be applied to the teaching	3.3	4.2
I know research findings about comics and learning	3.1	4.4
Total	3.5	4.4

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

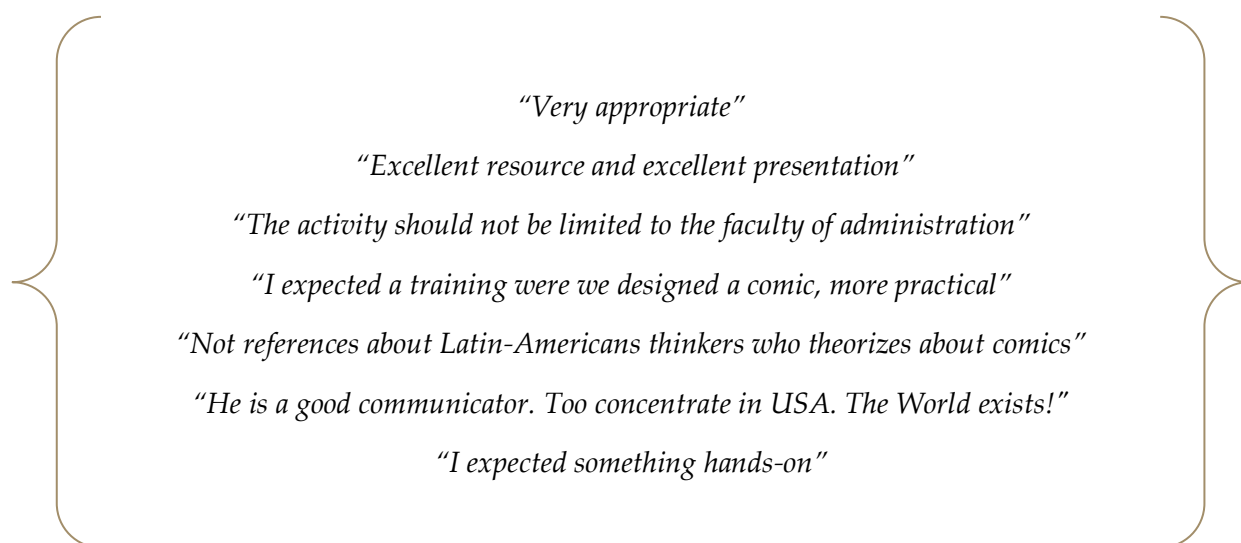
⁸ The evaluation was completed by 12 participants.

Satisfaction – Participants were asked to evaluate the activity facility, resources, content, and invited speaker (see Table 15). Most of the participants were 'strongly agree' with the satisfaction items.

Table 15. 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	4.8
The activity did not exceed the allotted time	4.2
The activity meets my expectations	4.1
Place was centric and easy to get access	3.6

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

Participants' comments



Using films in business administration courses⁹

Speaker: Juan Alicea

April 24, 2015



Change in Knowledge - At the end of the conference most of the participants reported an increase in perceived knowledge (see Table 16). The majority of the participants were 'very knowledgeable'.

Table 16. Perceived Knowledge	Mean*	
	Pre	Post
I know the fundamentals of cognitive psychology	4.1	4.2
I know the concept "general competency"	4.5	4.6
I know the characteristics of "authentic learning"	4.1	4.5
I know the characteristics of the theater as a learning tool	3.2	4.3
I know the advantage of using the theater as a learning tool	3.5	4.5
I know the disadvantage of using the theater as a learning tool	3.0	4.3
Total	3.8	4.4

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

⁹ The evaluation was completed by 11 participants.

Satisfaction – Participants were asked to evaluate the activity facility, resources, content, and invited speaker (see Table 17). The majority of the participants (99%) were 'strongly agree' with the satisfaction items.

Table 17. Satisfaction Items	Mean*
Place was centric and easy to get access	5.0
Speaker presented the information in a clear and precise way	5.0
The speaker was receptive to the audience questions and comments	5.0
The activity contributed to my learning	5.0
The activity meets my expectations	4.9
The activity did not exceed the allotted time	4.9

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

Participants' comments

"Excellent"
"Marvelous"
"Considering that our students are very visual, the films could be very an effective learning tool"

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: Four integration seminars were offered. A total of 41 faculty participated of the seminars. Below a description of the seminars.

★ **From research to publication: insight to publish in peer reviewed journals (January 30, 2015)**

- **Faculty Coordinator:** Dr. Manuel Lobato Vico & Dr. Javier Baella
- **Guest Speaker:** Dr. Javier Rodríguez Ramírez & Dr. Alex J. Ruiz Torres

Seminar Participants

19 faculty
2 undergraduate students
9 graduate students
1 others (i.e. alumni, community)
Total of **31 participants**

★ **How to develop a survey in Google Forms (March 13, 2015)**

- **Faculty Coordinator:** Dr. Marisela Santiago
- **Guest Speaker:** Dr. Aníbal Báez

Seminar Participants

7 faculty
1 undergraduate students
- graduate students
2 others (i.e. alumni, community)
Total of **10 participants**

★ Analyze a survey using SPSS (May 1, 2015)

- **Faculty Coordinator:** Dr. Aníbal Báez
- **Guest Speakers:** Dr. Marisela Santiago

Seminar Participants

6 faculty
3 undergraduate students
- graduate students
1 others (i.e. alumni, community)
Total of **10 participants**

★ Commercialization of innovation (September 25, 2015)

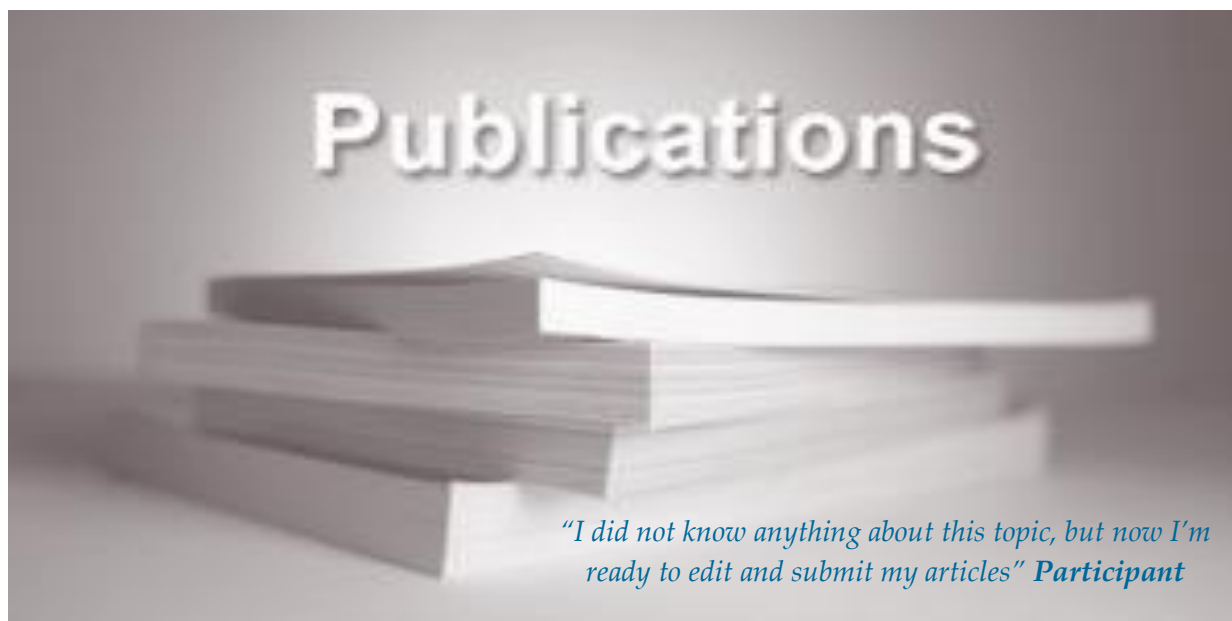
- **Faculty Coordinator:** Dr. Manuel Lobato
- **Guest Speakers:** Dr. José I. Vega Torres, Dr. Moraima De Hoyos Ruperto and Dr. Mario Jordi Maura

Seminar Participants

9 faculty
4 undergraduate students
1 graduate students
6 others (i.e. alumni, community)
Total of **20 participants**

From research to publication: insight to publish in peer reviewed journals¹⁰

Speakers: Dr. Javier Rodríguez Ramírez & Dr. Alex J. Ruiz Torres



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 18). The majority of the participants were 'very knowledgeable'.

Table 18. Perceived Knowledge	Mean*	
	Pre	Post
I know about the process of writing an article	3.7	4.8
I know about the conceptualization of an academic article for peer review	3.6	4.8
I know how to select a journal	3.3	4.7
I know the process to submit a journal	3.3	4.7
I know how to resolve challenges during the process of article revision	2.8	4.8
Total	3.4	4.8

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

¹⁰ The evaluation was completed by 21 participants.

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 19). In general, most participants were satisfied with the activity.

Table 19. Satisfaction Items	Mean*
The speaker was receptive to the audience questions and comments	4.9
The activity contributed to my learning	4.9
The activity meets my expectations	4.9
Speaker presented the information in a clear and precise way	4.8
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)

Participants' comments

"Very good"
"Magnificent seminar"
"Very well explained and very prepared professors"
"Please, make available the materials and links presented"

How to develop a survey in Google Forms¹¹

Speaker: Dr. Aníbal Báez



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 20).

Table 20. Perceived Knowledge	Mean*	
	Pre	Post
I know how to use Google Forms to develop a survey to collect data	3.0	4.8
I know how to integrate this tool to my courses and research projects	3.0	4.8
I know the connection between the forms and the calculation sheet	2.8	4.5
I know the process to create a survey in Google Forms	2.8	4.8
Total	2.9	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

¹¹The evaluation was completed by 8 participants.

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 21). In general, most participants were satisfied with the activity.

Table 21. 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 meets my expectations	5.0
The activity contributed to my learning	5.0
The activity did not exceed the allotted time	4.8
Place was centric and easy to get access	4.8

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



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 22). The majority of the participants were 'very knowledgeable'.

Table 22. Perceived Knowledge	Mean*	
	Pre	Post
I know about SPSS	3.8	4.5
I know how to create a data base in SPSS	3.5	4.5
I know how to analyze the data in SPSS	3.2	4.4
I know how to integrate this program in my undergraduate courses	3.1	4.0
I know how to prepare an inform using SPSS	2.6	4.3
Total	3.2	4.3

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

¹² The evaluation was completed by 10 participants.

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 speaker was receptive to the audience questions and comments	5.0
Speaker presented the information in a clear and precise way	4.8
The activity did not exceed the allotted time	4.8
Place was centric and easy to get access	4.7
The activity meets my expectations	4.5

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

Participants' comments

"Excellent"
"The seminar was very useful"
"..with what I learn, now can do my analysis"

Commercialization of innovation¹³

Speaker: Various



Change in Knowledge - At the end of the training most of the participants reported an increase in perceived knowledge (see Table 24).

Table 24. Perceived Knowledge	Mean*	
	Pre	Post
I know about research techniques associated with the analysis of markets for innovative products	2.7	3.8
I know about research techniques associated with the development of business plans for innovative products	2.7	4.3
I know about strategies for integrating market research for innovative products in undergraduate courses	2.6	4.2
I know research techniques related to the conceptualization of innovative products	2.5	4.0
I know key aspect of the commercialization of innovation	2.2	4.3
Total	2.6	4.1

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

¹³ The evaluation was completed by 13 participants.

Satisfaction - Participants satisfaction with the seminar facility, resources, content, and invited speaker was also evaluated (see Table 25). In general, most participants were satisfied with the activity.

Table 25. Satisfaction Items	Mean*
Place was centric and easy to get access	4.9
The speaker was receptive to the audience questions and comments	4.9
The activity did not exceed the allotted time	4.7
The activity contributed to my learning	4.6
Speaker presented the information in a clear and precise way	4.6

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

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 55 faculty participated of the SRI. Below a description of the three institutes is presented.

★ Qualitative Research: Relevant application to School of Administration

- **Faculty Coordinators:** Dr. Juan Carlos Alicea Rivera
- **Invited Speaker:** Dr. Reinaldo Berrios
- **Participants:** A total of 17 participants [17 Faculty]

★ Multidisciplinary institute of globalization

- **Faculty Coordinators:** Dr. Teresa Longobardi and Dr. Ketty Rodríguez
- **Invited Speaker:** Dr. Teresa Pedroso, Dr. Ivonne Díaz, Dr. Juan Meléndez, Prof. Héctor López, Carlos Gabriel Santiago, Dr. Teresa Longobardi and Dr. Ketty Rodríguez
- **Participants:** A total of 20 participants [19 Faculty]

★ Voice-body-voice: Performing arts in oral communication

- **Faculty Coordinators:** Dr. Rosa Guzmán, Dr. Camille Villafañe and Dr. Anamari Irizarry
- **Invited Speaker:** Dr. Carola García
- **Participants:** A total of 19 participants [19 Faculty]

Qualitative Research: Application to School of Administration¹⁴

[illegible]

Table 26. Perceived Knowledge	Mean*	
	Pre	Post
I know the characteristics of qualitative research	3.7	4.7
I know the critics and arguments supporting the qualitative paradigm	3.3	4.6
I know about the technique of interviewing	3.8	4.6
I know about the technique of observation	3.6	4.7
I know about the qualitative data analysis	3.6	4.3
I know how to apply the qualitative paradigm to the research in business administration	3.2	4.4
Total	3.6	4.6

¹⁴ The evaluation was completed by 19 participants.

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 27).

Table 27. Satisfaction Items	Mean*
Speaker presented the information in a clear and precise way	5.0
The speaker was receptive to the audience questions and comments	5.0
The activity contributed to my learning	4.8
The activity meets my expectations	4.7
Place was centric and easy to get access	4.6

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

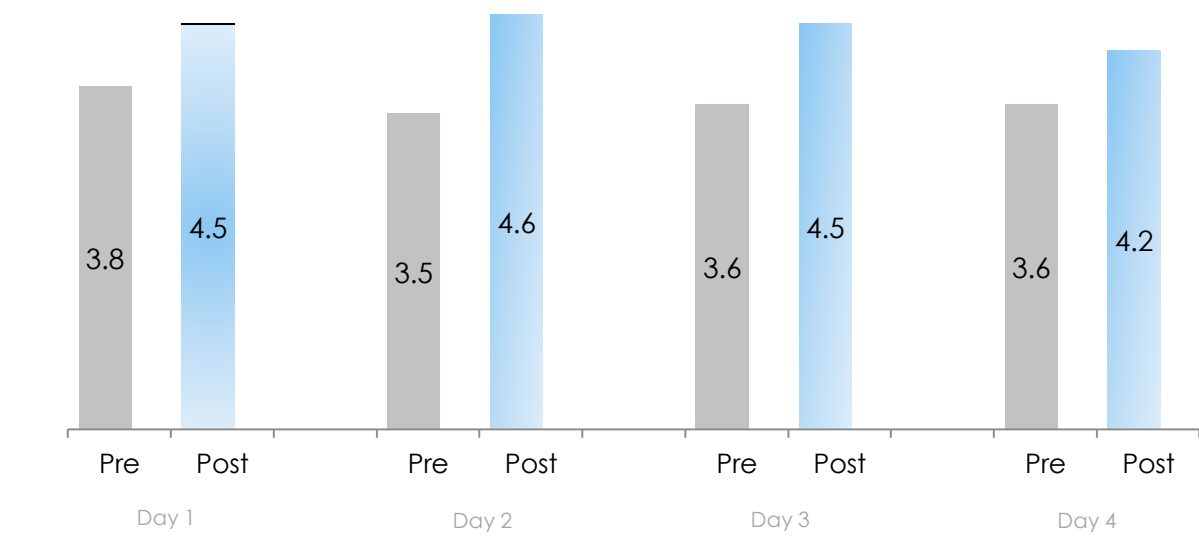
Participants' comments

"Great resource"
"Excellent activity"
"I recommend that doctor Berrios update the references"
"Continue with activity like this"
"I love it"
"Thank you INAS"



Change in Knowledge – At the end of the institute most of the participants reported an increase in perceived knowledge (see Graph 1).

Graph 1. Participants' perceived knowledge mean score by training day



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 Items¹⁵	Mean*
The speaker was receptive to the audience questions and comments	5.0
The activity meets my expectations	5.0
The activity contributed to my learning	5.0
Place was centric and easy to get access	4.9
Speakers presented the information in a clear and precise way	4.8

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

Participants' comments

"We are looking forward for the next institute"

"Excellent experience"

"Thanks"

"Good resources and good discussion"

"Excellent topic. It should be repeated"

¹⁵ The satisfaction evaluation was completed by 11 participants.

Voice-body-voice: Performing arts in oral communication¹⁶

Speaker: Carola García



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

Table 29. Perceived Knowledge	Mean*	
	Pre	Post
I know how the voice works	2.8	4.7
I know about the anatomy of the voice	2.7	4.7
I know about the anatomy of 'articulatory phonetics'	2.5	4.5
I know the importance of body awareness	3.1	4.8
I know about the importance of articulation, rhythm and tone	3.3	4.8
I know about the concept of 'body voice'	2.1	4.6
Total	2.8	4.7

**Note: Ratings are based on a 5-point Likert scale ranging from 'no knowledge' (1) to 'very knowledgeable' (5)

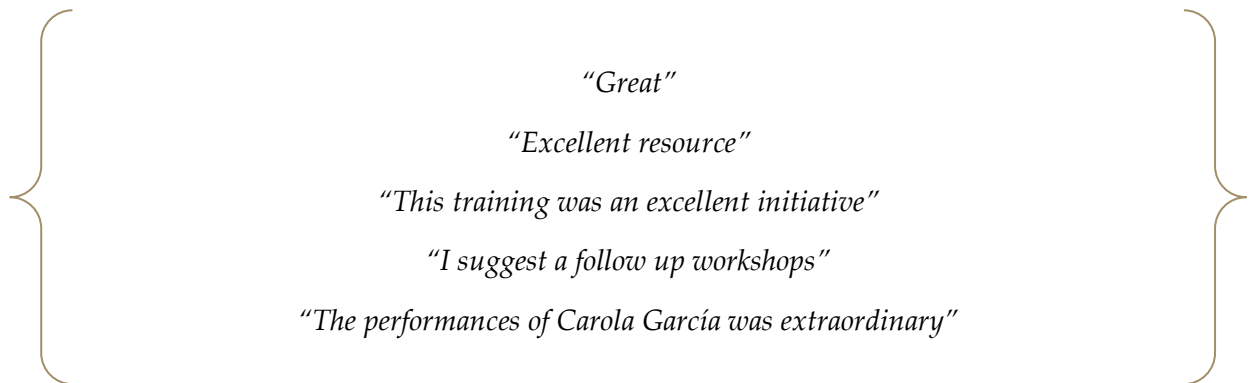
¹⁶ The evaluation was completed by 16 participants.

Satisfaction - Participants satisfaction with the institute facility, resources, content, and invited speaker was also evaluated. In general, participants 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	5.0
Speakers presented the information in a clear and precise way	5.0
The activity contributed to my learning	5.0
The activity meets my expectations	5.0
Place was centric and easy to get access	4.9

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

Participants' comments



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 skills 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 School of Business Administration faculty and 4 from outside Administration)

Competitive Application (RFP)

A committee comprised of iNAS 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 **14** Summer Research Fellowships were **awarded**:

- ★ **9** in the School of Business Administration
- ★ **1** in the College of Social Sciences
- ★ **1** in the College of Education
- ★ **1** in the College of Humanities
- ★ **1** in the School of Architecture
- ★ **1** in the College of General Studies

Faculty Recipients

			
	Dr. Teresa Longboardi	Dr. Myra M. Pérez	Dr. Camille Villafañe
Research Project	Collecting Transcribing, and Telling Corporate Hero Stories: Is there an impact?	"Temas emergentes de investigación y de análisis en el área de la Gerencia de Operaciones de Empresas de Servicios"	"El poder de la palabra/cuerpo: arte dramático en Administración de Empresas"
Summer Program Location	New York & California	California	Massachusetts

			
	Dr. Marta Álvarez	Dr. Anamari Irizarry	Dr. Yvonne L. Huertas
Research Project	"Últimas tendencias en modelos predictivos y su aplicación en y fuera del salón de clases"	"El poder de la palabra/cuerpo: arte dramático en Administración de Empresas"	"Iniciativas de Colaboración en un Mundo Globalizado a través de Redes Sociales"
Summer Program Location	California	Massachusetts	Washington DC



	Dr. María T. Jiménez	Dr. Nellie Zambrana	Dr. Enrique Vivoni	Dr. Juan C. Alicea
Research Project	"Incorporación de la inteligencia analítica de negocios y tecnologías del Big Data al currículo subgraduado de Sistemas de Información"	"Exploring the relationship between executive functions, emotion and mediation of learning with academic writing tasks in college students"	Lumb was Wright!: Los años de Elsie y Henry Lumb en Taliesin East 1929-1933	"Desarrollo sostenible, ética y responsabilidad social: Efecto sobre la responsabilidad profesional del auditor"
Summer Program Location	Massachusetts	Pennsylvania	Wisconsin & New York	New York & Chicago



	Dr. Javier Baella	Dr. Raúl de Pablos	Dr. Luis Pérez	Dr. Héctor Martínez
Research Project	"Revisiting affordable housing for low income population in Puerto Rico"	"La vida de las imágenes y la virtud del pensamiento: Spinoza y Nietzsche"	"La antropología cultural como refugio al antisemitismo"	"Incorporación de temas de áreas académicas de Administración de Empresas en la investigación y en los cursos subgraduados sobre Ciencia Política y Gobierno"
Summer Program Location	New York	New York	Washington DC	Washington DC

Travel Journals Activity ¹⁷

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*
The activity motivated me to establish collaborations with other colleagues	5.0
The activity meets my expectations	4.9
The activity helped me to learn about the creative research projects of my colleagues	4.9
The oral presentation allow that the fellows summarize their experience	4.8
Place was centric and easy to get access	4.8
Place was ready at the schedule time	4.7
The activity did not exceed the allotted time	3.8

**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 10 participants.

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 [School of Business Administration]



Mini-Grants Recipients



Dr. Aida Andino Pratts
Dr. Rosa Guzmán Merced
Dr. Camille Villafañe
Dr. Zoraida Fajardo

	<p>MODULE</p> <p>Oral Presentations: Research, Theory and Practice</p>



Dr. Karla González
Dr. Arleen Hernández

	<p>MODULE</p> <p>Research Competencies for Human Resources Management</p>



Dr. Teresa Longobardi

	<p>MODULE</p> <p>Collecting, Transcribing and Telling Corporate Hero Stories: Is there an Impact</p>

Grant Writing Workshops

Description: A series of workshops on grant writing were offered to the UPR-RP faculty and administrative personnel. The speakers of the workshops were Susan Carter, Director of Research Development Services at the University of California and Anne Geronimo, Director of Research Development at University of Maryland. Carter and Geronimo described basic principles of good grant writing and the elements of a successful proposal, differences between approaching federal and private funding sources and guidance on how to manage the award once received. Moreover, individuals' consultations were offered to six professors.

Activities & Participants: A total of **33** faculty participated of the workshop. Below a description of the activities is presented.

★ Pre-Award Grantsmanship Workshop (February 18, 2015)

6 faculty
- graduate students
2 others (i.e. alumni, community)
Total of **8 participants**

★ Positioning the College for Funding Success (February 19, 2015)

- faculty
5 others (i.e. alumni, community)
Total of **5 participants**

★ Positioning the College of Business Administration for Funding Success
(February 19, 2015)

9 faculty
- graduate students
3 others (i.e. alumni, community)
Total of **12 participants**

★ Introduction and Grantsmanship Presentation (February 20, 2015)

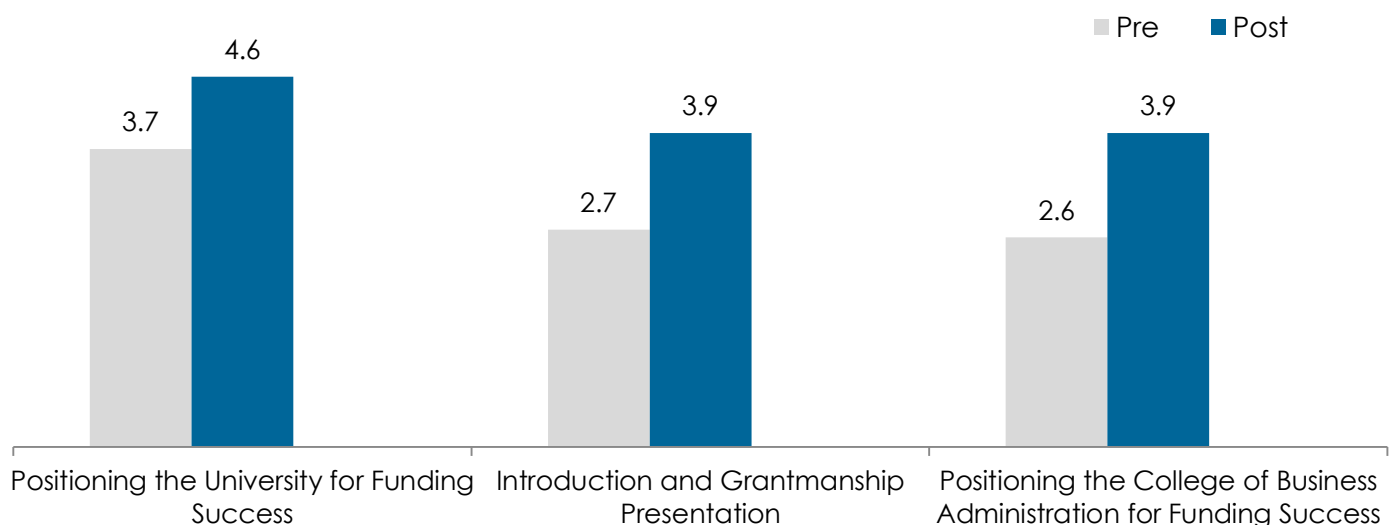
18 faculty
1 others (i.e. alumni, community)
Total of **19 participants**

Grant Writing Workshops¹⁸
Speakers: Susan Carter & Anne Geronimo
February 18-20, 2015



Change in Knowledge – Participants were asked to rate their knowledge before and after the workshop experience. 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).

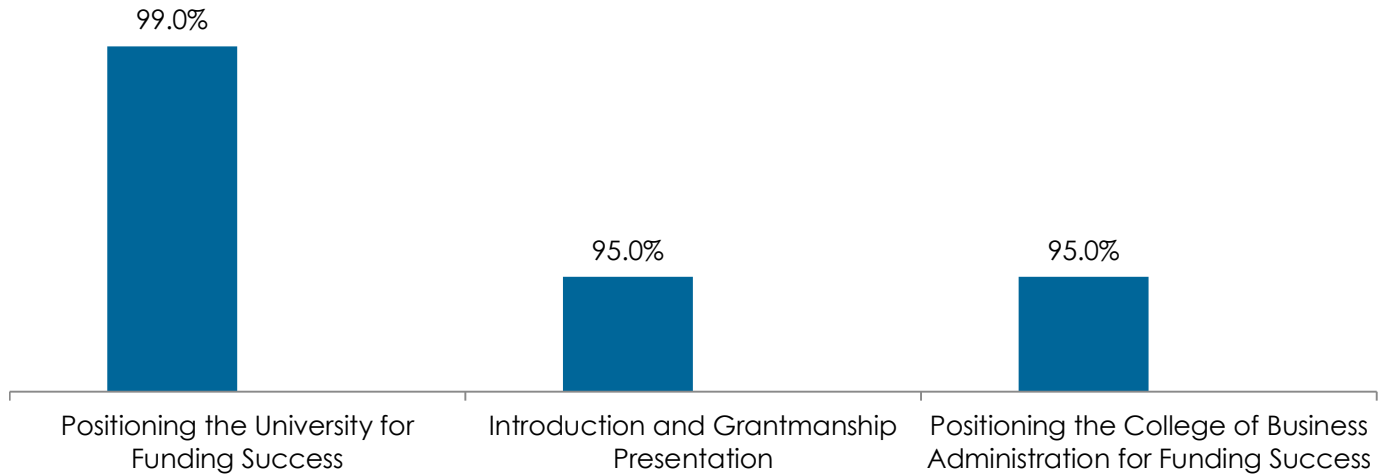
Graph 2. Pre and Post Test Mean Score



¹⁸ Positioning the University for Funding Success Evaluation was completed by 8 participants.
Introduction and Grantmanship Presentation Evaluation was completed by 13 participants.
Positioning the College of Business Administration for Funding Success Evaluation was completed by 9 participants.

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



Participants Comments

"Excellent resources"

"[Include] contact information of the speakers on the first slide"

"Great workshop and wonderful speakers"

"Great resources, very good information and discussion"

"It seems deans or higher administration would need to attend as well to truly benefit from the ideas presented"

Faculty Strand: Accomplishments

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

Components	Expected Outcome	Result	Accomplishment ★
Research Capacity Enhancement Training	O ₁ : At least 60 Administration faculty will participate	Exceed Expectations	★ A total of 75 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 20 faculty assist the Summer Research Institute	Exceed Expectations	★ A total of 55 Faculty participated of Institute
Faculty Summer Fellows Program	O ₅ : Twelve fellowships will be awarded	Exceed Expectations	★ 14 Summer Research Fellowships were awarded
	O ₆ : At least, eight Administration faculty will be awarded	Exceed Expectations	★ A total of 14 fellowships were awarded, 9 correspond to the Administration faculty
Mini-Grants Program	O ₇ : Three mini grants will be awarded	Accomplished	★ A total of 3 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 **5** students were selected. All students were from the School of Administration.

Scholars in Residence Participants

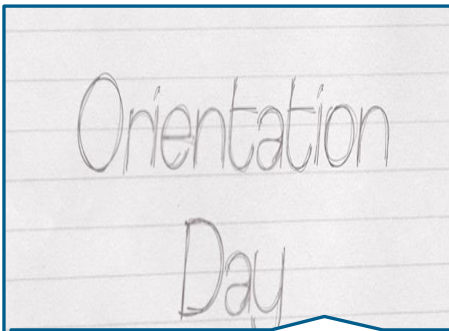


	Irismarie Medina	Cristal Matos	Isaac A. Feliciano
School	Administration	Administration	Administration
Research Project	"Percepción de los estudiantes de la Facultad de Administración de Empresas de la Inteligencia Social "	"Seducción sensorial y psicosocial en la publicidad"	"Viabilidad de Reporte de Sostenibilidad en Gobierno"
Mentor	Dr. Arlene Hernández	Dr. Myra Mabel	Dr. Karen C. Castro



	Emmanuel J. Alvarado	William L. Guzmán
School	Administration	Administration
Research Project	" Cartera de préstamos comerciales en las Instituciones Depositarias de Puerto Rico durante la recesión económica "	"Utilizando "Big Data" para comparar el Perfil Socioeconómico del Puertorriqueño "
Mentor	Dr. Manuel Lobato	Dr. Marta Álvarez

Scholars in Residence Activities & Participants



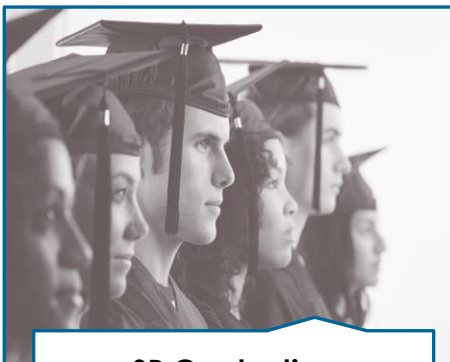
SR Orientation Activity



SR Seminars



SR Research Experience



SR Graduation
66 participants

Participants

4 faculty

41 undergraduate students

1 graduate students

20 others (i.e. alumni, community)

Total of **66 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 32). Students were more satisfied with the seminars offered during the first semester.

Table 32. Satisfaction Items	Mean*	
	Fall	Spring
Importance of the project accomplished	4.8	4.7
Organization	4.8	4.5
Interpersonal relationship between students and coordinator of the seminar (<i>i.e. confidence to participate, question, criticize</i>)	4.8	4.5
Power point presentation	4.6	4.0
Content of the seminars	4.4	4.5
Teaching method	4.2	4.0

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

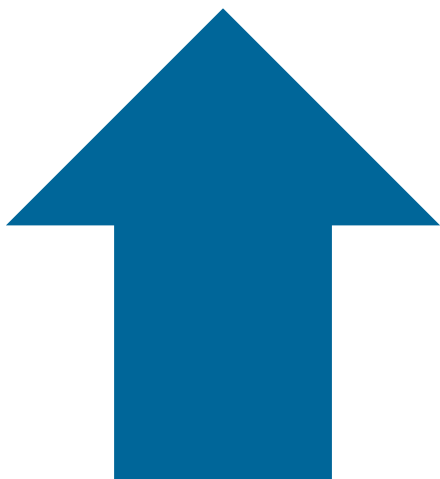
Students also made comments and **recommendations** for improve the residence experience. The following recommendations were made:

- ✓ Include professors from the School of Administration that currently have a research project.
- ✓ Additional conferences and seminars
- ✓ More oral presentations about different topics
- ✓ Bring scholars of previous years
- ✓ More talks
- ✓ Conferences with professors of others disciplines



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

- ✓ Application to graduate school focused in the Business Graduate School
- ✓ How to design a survey
- ✓ More comprehensive data analysis technique
- ✓ Financial aid for graduate school
- ✓ How to write a paper: process and experience of an expert [professor] in the School of Administration
- ✓ Process to apply to the GRE/TOEFL



SR MOST LIKED

"TESIC"

"the diversity of topics"

"the seminar of professor Everson"

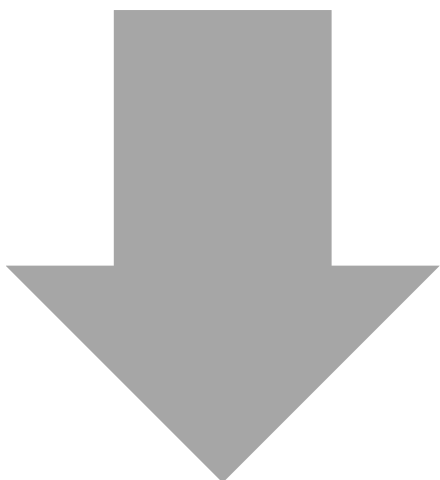
"the program was excellent and meet my expectations"

"the mentor because [she] challenge me"

"the whole experience of work in a research project"

"all the seminars were interesting and important"

"the meeting were interesting, useful to clarify questions, and focus my research project"



SR AREA FOR IMPROVEMENT

"in some ocassion we received email notification about upcoming activities with a short notice "

"more practical seminars like SAS or R"

"bring professors or professionals of School of Administration"

"asses students level of knowledge in order to not present something they already knew"

"the schedule interfere with others courses I was interested"

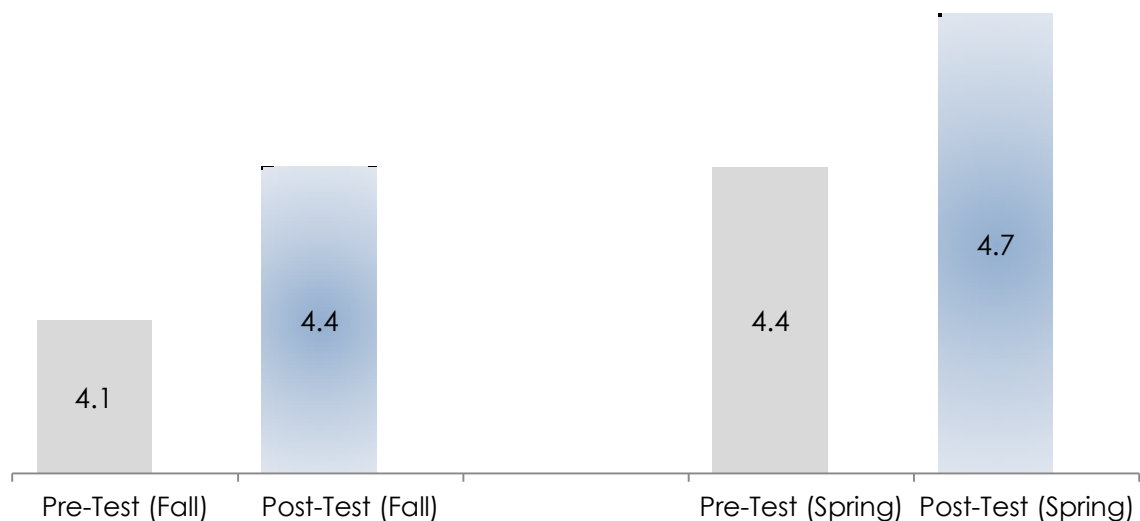
Scholars in Residence Research Experience

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 semesters, students self-reported an increase in the research and methodological knowledge and skills (see Graph 4).

Graph 4. Scholars in Residence Students Pre/Post Mean Score



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 and accessibility (see Table 33).

Table 33. Mentoring experience (Students→Mentor)	Mean*	
	Fall	Spring
Opportunity to learn: accessibility	5.0	4.8
Relationship with my mentor	4.4	5.0↑
Mentor supervision in group meetings	4.4	5.0↑
Task performed	4.4	4.8↑
Opportunity to learn: materials assigned	4.4	4.8↑
Opportunity to learn: acceptance to new ideas and opinions	4.4	5.0↑
Mentor supervision in one-on-one meetings	4.2	4.8↑
Opportunity to learn: organization	4.2	4.8↑
Opportunity to learn: task assigned orientation	4.2	4.8↑
Research workload	4.0	4.5↑
Opportunity to learn: project objectives and current status orientation	4.0	4.8↑

Mentors also evaluated students' performance. They were satisfied with the students' attendance, punctuality, workload and computer skills (see Table 34).

Table 34. Mentoring experience (Faculty→Student)	Mean*	
	Fall	Spring
Inter-personal relationship	5.0	5.0
Attendance	5.0	5.0
Punctuality	5.0	5.0
Workload	5.0	5.0
Computer skills	5.0	5.0
Ethic in research	5.0	5.0
Initiative	4.8	5.0↑
Presentation and publication	4.8	5.0↑
Oral communication in Spanish	4.8	4.7↑
Written communication in Spanish	4.7	4.7↑
Written communication in English	4.5	5.0↑

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

Scholars in Residence: Students

Testimonials



“

Excellent mentor, she gave me confidence in every step. I appreciate her accessibility, availability and enthusiasms”

Female student



“

She was always available. We meet almost every week. When I cannot meet we always communicated by email or phone. The mentor exceeds my expectations because of her contributions and commitment for the excellence of my research project ”

Female student



“

The interaction with the professor was interesting and valuable for my intellectual development. I believe that research practice is challenging but not impossible. My mentor gave me the opportunity to share my ideas. The meetings were useful. In general, the professor exceeds my expectations.”

Male student



“

The topic was new for my mentor and for me. Both had to study to master the topic because of its innovation...an enriching experience"

Male student



“

The professor was accessible; I did not have problem to meet with him anytime. However, when we meet I go out with the same doubts that I had. In our meetings basically what he does was to tell me where to find information (i.e. professional journals) or key terms for search in databases. In this research, who has helped me the most was professor Karen Castro. She helps me define my subject and develop the method. In summary, I do not feel interest by my [mentor], so I had to look for other alternatives.

Male student

Scholars in Residence: Mentors

Testimonials



“

The student has shown great initiative and leadership. She communicated effectively their questions and doubts and received recommendations. Working with her has been a real pleasure”



“

...his participation has been outstanding. He performed different task focused in developing the research project. I believe he is getting a lot from this experience and developing as a researcher”



“

She is an extraordinary and very talented student. She is very mature, has an interest in learning and is very responsible. iINAS served as a bridge to expose her to a variety of research experiences that students regularly don't have. I believe iINAS opened a big door for her graduate studies and her professional career”



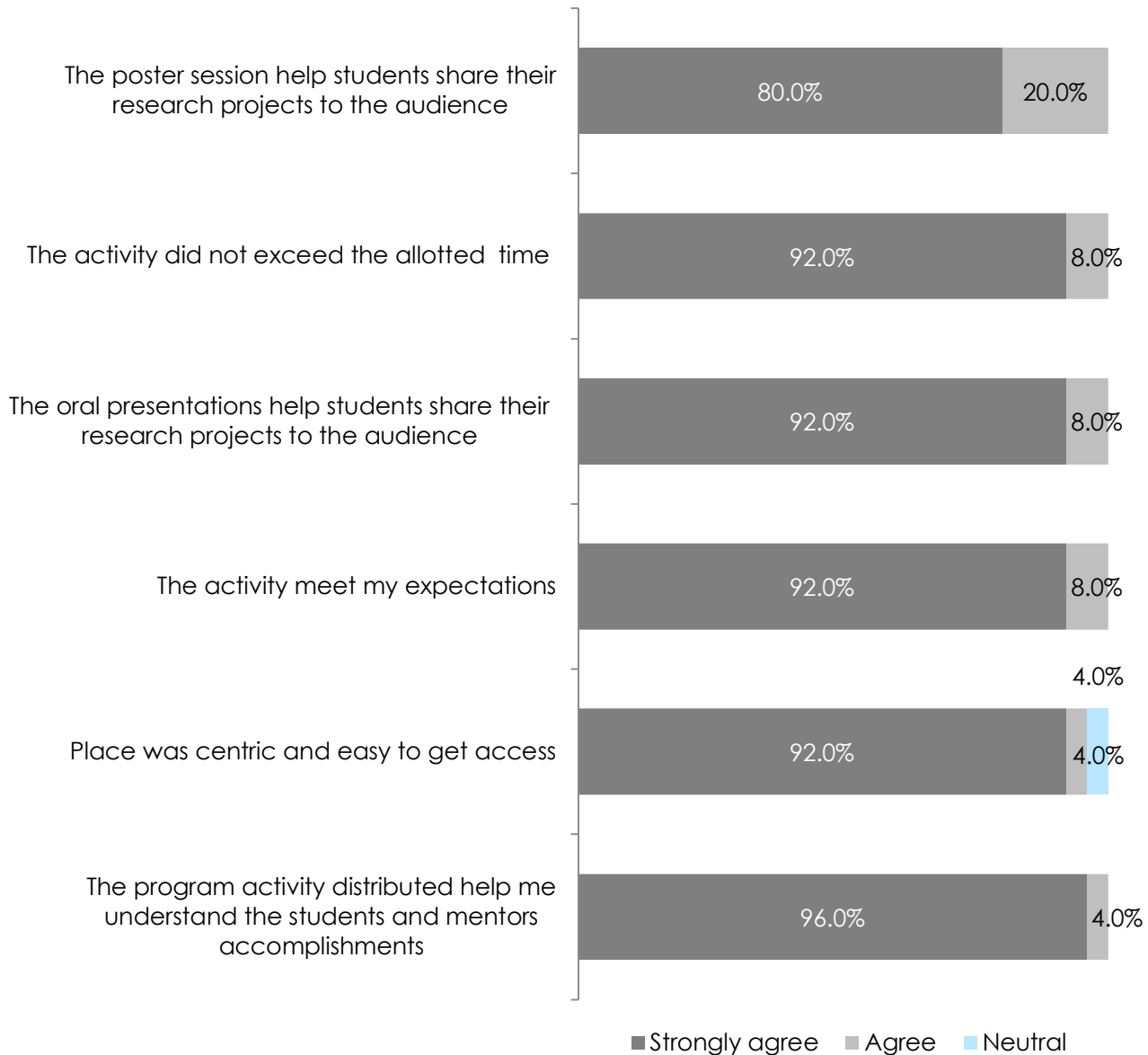
“

The mentoring experience was excellent. I believe he acquire the basic knowledge needed to conduct a research project in a rigorous way. He is a responsible student and fulfilled everything that was asked”

Scholars in Residence Graduation¹⁹
Speakers: iINAS staff and Scholars Students

Satisfaction - Participants satisfaction with the activity facility, resources and content was evaluated. The majority of the participants (91%) were satisfied with the place, and content of the graduation activity (see Graph 5).

Graph 5. SRCE Graduation Participants Satisfaction



¹⁹ The evaluation was completed by 30 participants.



Participants Comments

"Give more importance to the poster exhibition in order to increase participation of attendees and students"

"uncomfortable chairs"

"place with better seats"

"more organization"

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: methods 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: Nine trainings were offered. A total of 294 persons attended the trainings. Most of the participants (n=255) were undergraduate students.

Expected Outcomes

- ★ At least 50 students will attend per session
- ★ At least 8 sessions will occur each year

★ How to conduct a focus group?

- **Invited Speaker:** Dr. Ana I. Álvarez
- **Participants:** A total of 22 participants [17 undergraduate students]

★ Qualitative research

- **Invited Speakers:** Dr. Carmen Ríos and Dr. Nelson Varas
- **Participants:** A total of 29 participants [20 undergraduate students]

★ Developing a questionnaire

- **Invited Speaker:** Dr. Ana I. Álvarez
- **Participants:** A total of 10 participants [6 undergraduate students]

★ Data analysis using SAS

- **Invited Speaker:** Dr. Aníbal Báez
- **Participants:** A total of 7 participants [5 undergraduate students]

★ Personal budget

- **Invited Speaker:** Dr. Rogelio Cardona
- **Participants:** A total of 40 participants [37 undergraduate students]

★ The interview

- **Invited Speaker:** Dr. Sandra Sepúlveda
- **Participants:** A total of 65 participants [58 undergraduate students]

★ Students grantmanship

- **Invited Speakers:** Dr. Margaret Carter & Anne Gerónimo
- **Participants:** A total of 26 participants [19 undergraduate students]

★ Government corruption

- **Invited Speaker:** Arturo Ríos
- **Participants:** A total of 34 participants [33 undergraduate students]

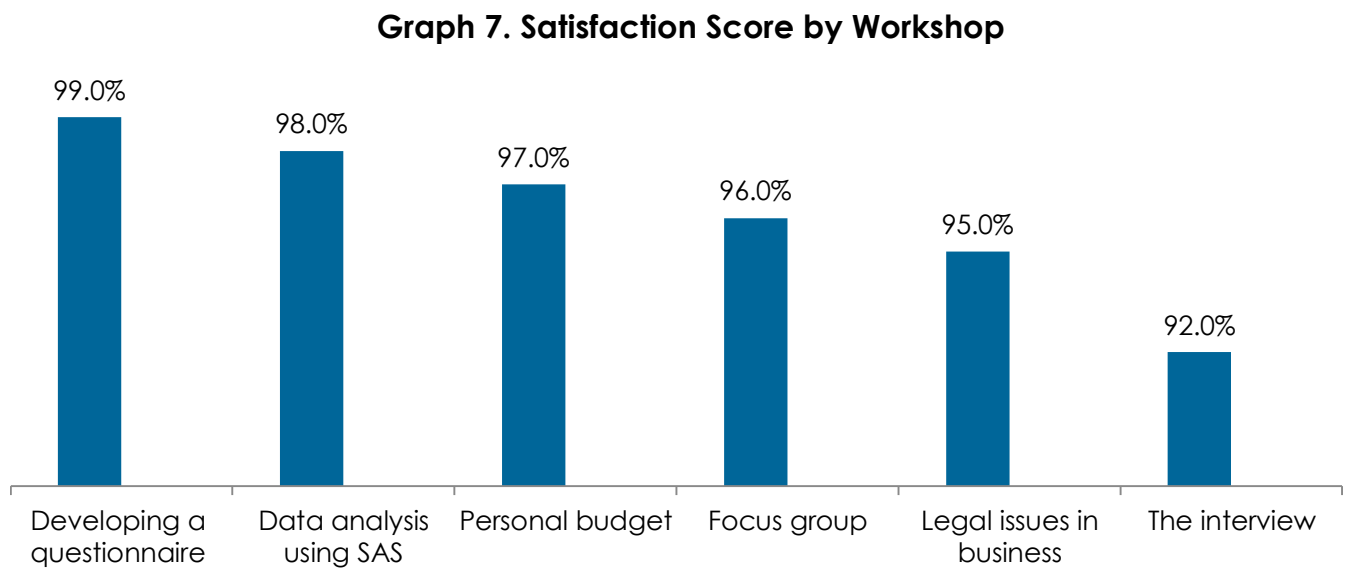
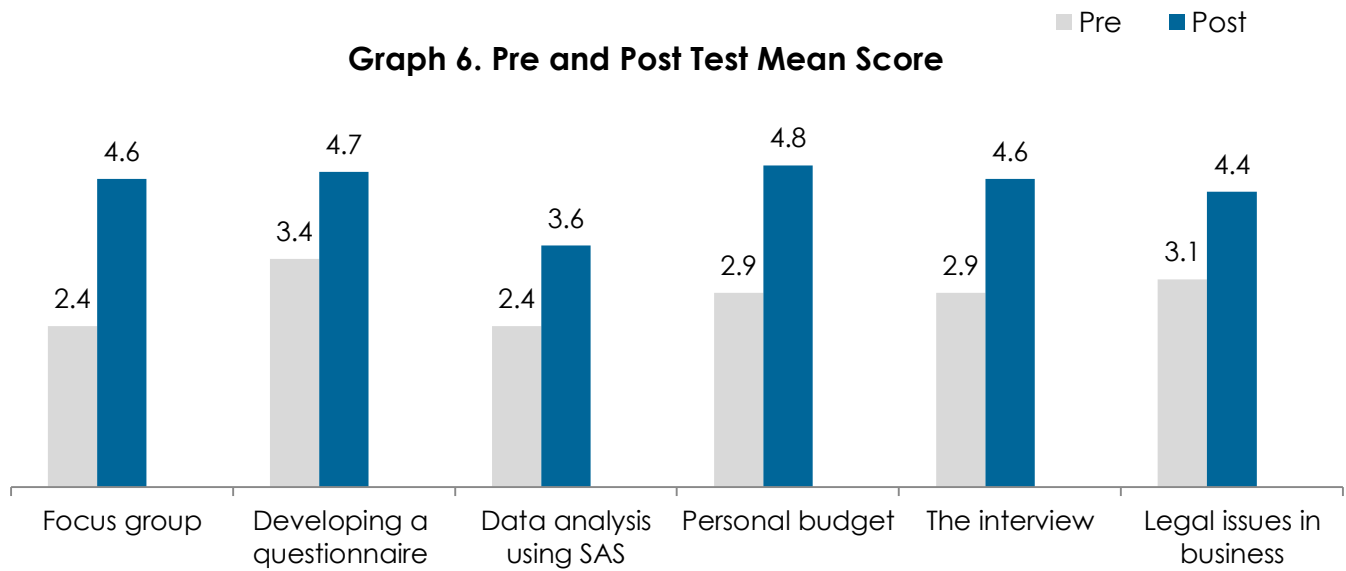
★ Legal issues in business

- **Invited Speaker:** Carlos Santiago
- **Participants:** A total of 61 participants [60 undergraduate students]



Change in Knowledge – Participants were asked to rate their knowledge before and after the workshop experience. 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 8).

Satisfaction - Participants satisfaction with the facility, resources, content, and speaker was also evaluated. Most of the participants were very satisfied (see Graph 9).



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

Table 35. Comments and Recommendations	
How to conduct a focus group?	<i>"Excellent"</i> <i>"I learned a lot"</i> <i>"Great resource"</i> <i>"Very good report"</i> <i>"Very precise and open to answer questions"</i> <i>"very useful"</i>
Qualitative research	<i>"Thanks"</i> <i>"Doctor Varas is a great resource"</i> <i>"more dynamic"</i> <i>"I enjoy the examples provided...very relevant and useful"</i> <i>"the promotional materials said that the workshop was about focus groups and it was not about it"</i> <i>"I recommend longer sections of P and R"</i>
Developing a questionnaire	<i>"the presentation should include examples of well and poorly constructed questionnaire"</i> <i>"add a practical session"</i> <i>"bring hard copy examples"</i> <i>"very useful"</i> <i>"the trainer was precise"</i> <i>"fascinated"</i>
Personal budget	<i>"excellent trainer"</i> <i>"very good initiative"</i> <i>"provide a workshop about credit"</i> <i>"it was an excellent seminar, this topic is also covered in my EDCO course"</i> <i>"thanks"</i> <i>"very useful and interesting"</i> <i>"very well explained"</i> <i>"good topic"</i> <i>"excellent presentation"</i>
The interview	<i>"very good workshop"</i> <i>"excellent trainer"</i> <i>"a learn a lot"</i> <i>"[include] a video example of a well and poorly conducted interview"</i> <i>"very enriching"</i> <i>"very helpful"</i> <i>"good activity"</i>
Students grantmanship	<i>"excellent trainer"</i> <i>"you did an excellent job by keeping us interested in your presentation"</i> <i>"These were excellent resources and I will definitely use them"</i> <i>"[provide] example of fellowship proposal"</i>

	<i>"They were awesome"</i> <i>"Excellent resources, very informed about the topics"</i>
Legal issues in business	<i>"very good, good trainer and well prepared"</i> <i>"interesting topic"</i> <i>"excellent"</i> <i>"everything was perfect, I would not change anything"</i> <i>"very good presentation"</i>

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 **24** students were selected. Students were from the following:

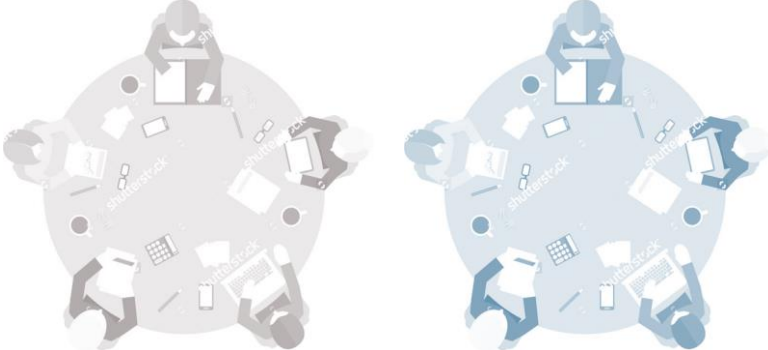
Expected Outcome

- ★ A least 10 student-led research projects (5 students in each project)

- ★ **18** in the School of Business Administration
- ★ **3** in the College of Social Science
- ★ **1** in the College of Education
- ★ **1** in the College of Natural Science
- ★ **1** in the College of General Studies

SRCE Participants

			
Project Title	Group #1 UPR-RP facilities and how affect the university community	Group #2 Comprehensive study of factor that affect the Puerto Rico budget	Group #3 Puerto Rican children habits regarding the use of technology
Mentor Student Leader	Dr. Aida Andino Juan Medina	Dr. Carlos Rodríguez Hilsies Fariña	Dr. Elena Martínez Natasha Vega

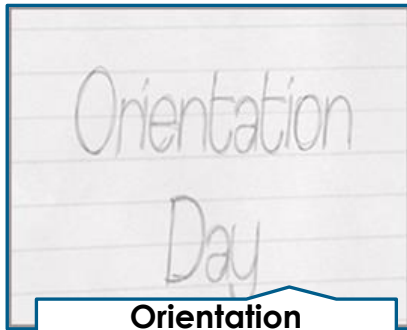


	Group #4	Group #5
Project Title	How has the global recession affected the tourism industry in Puerto Rico?	Socio economical impact of the Puerto Rico IVA
Mentor	Dr. Carmen Ríos	Dr. Jaime Benson
Student Leader	Ana Rossetti	Adabel Medina

SRCE Activities

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

- ★ How to develop a questionnaire?
 - **Date:** June 2, 2015
 - **Speaker:** Dr. Ana Álvarez
- ★ How to conduct a focus group?
 - **Date:** June 9, 2015
 - **Speaker:** Dr. Ana Álvarez
- ★ How to design a poster?
 - **Date:** June 16, 2015
 - **Speaker:** Dr. Ana Álvarez
- ★ How to design and present and effective power point presentation
 - **Date:** June 23, 2015
 - **Speaker:** Dr. Ana Álvarez
- ★ The structure of a peer review publication
 - **Date:** June 30, 2015
 - **Speaker:** Dr. Ana Álvarez



Orientation

May 20, 2015

Participants: 23



Seminars

June-July, 2015

Participants: 24 (average)



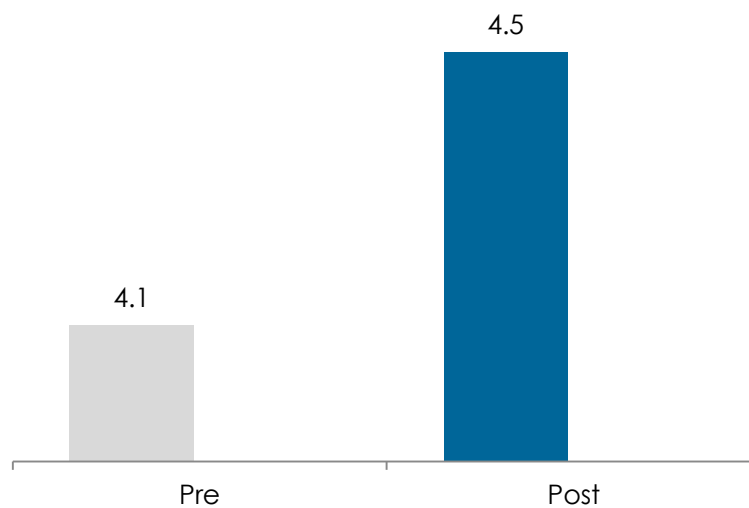
Graduation

October 2, 2015

Participants: 52

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 8).

Graph 8. SRCE Pre and Post Test Mean Score

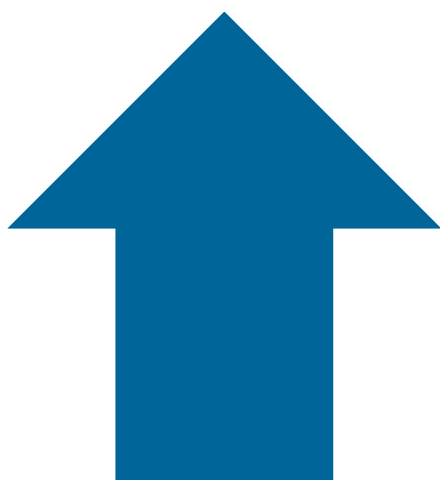


SRCE Seminars

Students also evaluated the SRCE seminars (see Table 36). The majority of the students evaluated the seminars as 'excellent'.

Table 36. Satisfaction Items	Mean*
Importance of the seminars for the progress of my research project	4.6
Organization	4.6
Seminars topics	4.6
Interpersonal relation between the students and the coordinator (i.e. participation, questions answered)	4.5
Teaching method	4.4
General content	4.4

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



SRCE MOST LIKED

"the opportunity to participate in a undergraduate research project"

"share with other students in the research project... we learn priceless values as teamwork."

"the experience gained in the research field"

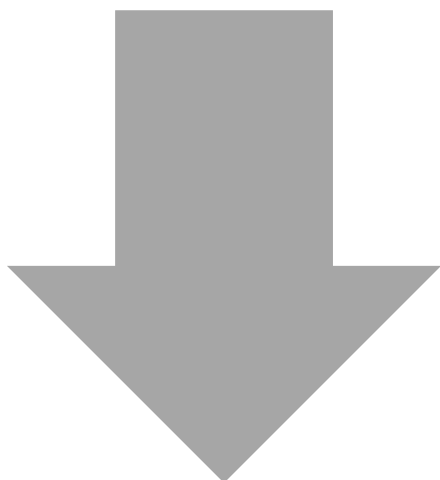
"the flexibility to determine where and when to meet"

"the support and help received"

"the opportunity to develop academically and professionally"

"the graduation activity because I was able to share my research project with others "

"perform focus groups and group interviews"



SRCE AREA FOR IMPROVEMENT

"we dont have a office space or materials to do our work"

"the delay of the CIPHSI... however this is external to iINAS"

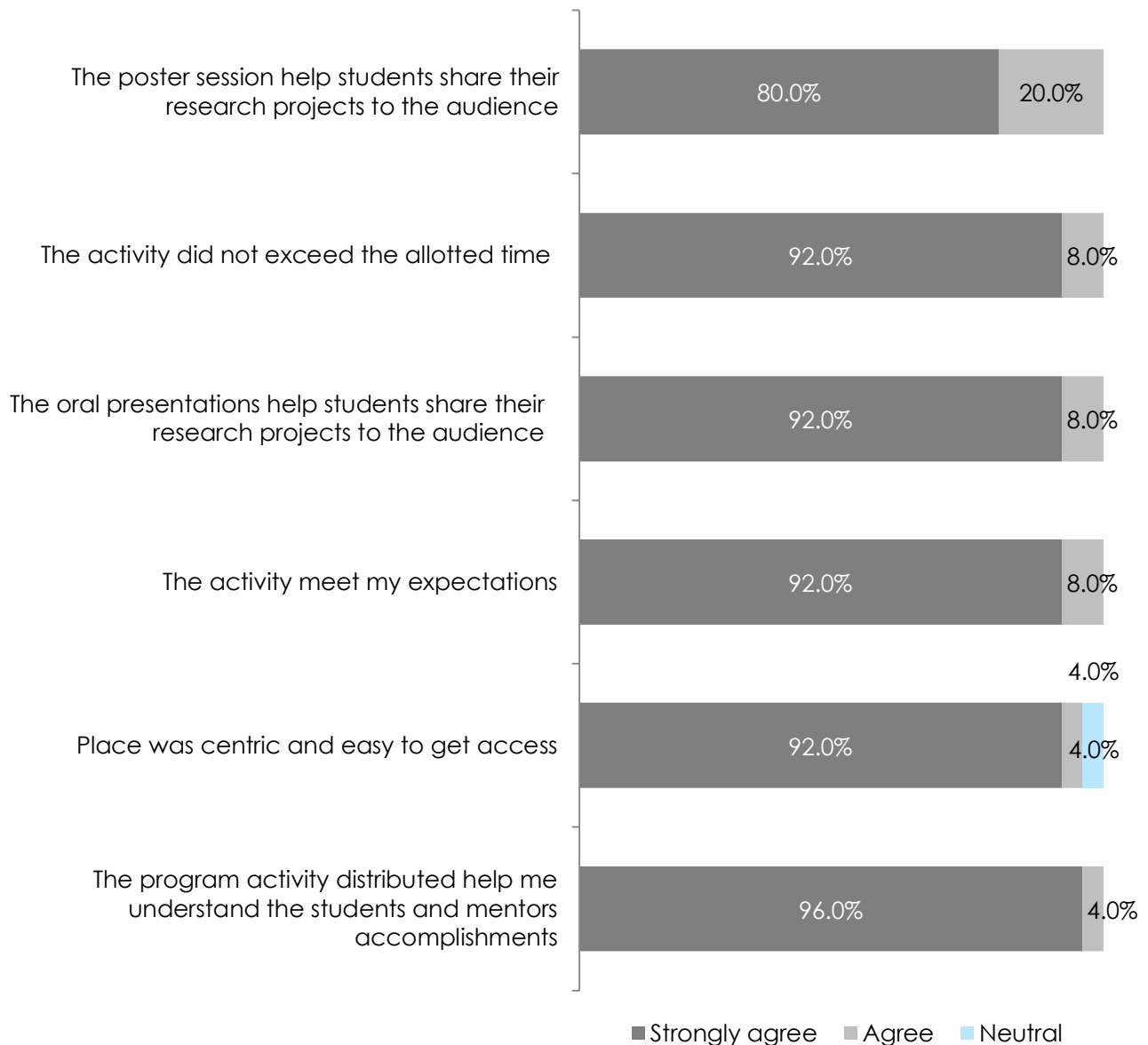
"conference should be more dynamic"

"more promotion of the program in the University"

SRCE Graduation

Participants' satisfaction with the activity facility, resources and content was evaluated. The majority of the participants (98%) were satisfied with the place, and content of the graduation activity (see Graph 9).

Graph 9. SRCE Graduation Participants Satisfaction



SRCE Students

Comments



“

I enjoy it very much [referring to SRCE] ... an unforgettable experience”

SRCE Participant

“

I will recommend this program to anyone”

SRCE Participant

“

A tool in my academic career for excellence”

SRCE Participant

“

Thanks for all the effort and support during the whole process”

SRCE Participant

Undergraduate Research and Creation Colloquium

Description: The Third Undergraduate Research and Creation Colloquium (TESIC, by its acronym in Spanish) was held on April 9 & 10, 2015 at the Intercontinental Hotel. TESIC 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:

- ★ **From the crisis to the opportunity**
 - **Date:** April 10, 2015
 - **Invited Speaker:** Mr. Manuel Cidre
- ★ **Project 'Ex-Sistencia: Arte-Ciencia en la Artartida'**
 - **Date:** April 10, 2015
 - **Invited Speaker:** Mr. Allan Jeffs
- ★ **Opportunities for Research into Comics and Graphic Novels**
 - **Date:** April 9, 2015
 - **Invited Speaker:** Dr. Mathew Smith

Participants: Undergraduate students and faculty from all the schools and colleges participated. A total of 443 persons participated in this event. More than half of the participants (60%) were undergraduate students.

TESIC Participants

269 undergraduate students

3 faculty

- graduate students

171 others (i.e. alumni, community)

Total of **443 participants**

TESIC²⁰ Day 1
Speaker: Various



Satisfaction - Participants satisfaction with the plenary session, art exhibit and registration was evaluated. The majority of the participants (93%) were satisfied with all the evaluated aspects (see Table 37).

Table 37. Participants' satisfaction with TESIC activities (Day 1)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Registration					
The information provided at registration was useful for participants	50.0%	31.5%	14.8%	1.9%	1.9%
The program activity included useful information	67.3%	21.5%	8.4%	1.9%	< 1%
Plenary session					
This plenary session contributed to my learning	61.5%	28.4%	8.3%	< 1%	< 1%
Dr. Smith highlighted the available opportunities to conduct research using comics and graphic novels	73.4%	21.1%	4.6%	< 1%	-
The speaker presented the information in a clear and precise way	83.5%	14.7%	1.8%	-	-

²⁰ The evaluation was completed by 117 participants.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The speaker was receptive to the audience questions and comments	91.7%	7.4%	< 1%	-	-
Art Exhibit Students					
The art exhibition promoted that the artist shares her/his creative project	75.4%	21.5%	1.5%	1.5%	-
Students were receptive to the audience questions and comments	68.8%	21.9%	9.4%	-	-
Art Exhibit Allan Jeffs					
The exhibition allows the artist to share his creative project	78.6%	10.7%	10.7%	-	-
The exhibition location was adequate	80.4%	10.7%	5.4%	1.8%	1.8%

Participants Comments

"Very nice"

"I like a lot the conference about the comics"

"Good presentation, multiple opportunities for research"

"Bring again Dr. Smith"

"During Dr. Smith [presentation] a translator should have been incorporated. [He] share good information however the persons that don't understand English lost the opportunity to absorb this information"

"There was not an interpreter for hearing impaired"

"I love the activity, thanks for the opportunity. It will be excellent if the activity has an extra day this will allow to reduce the number of concurrent sessions however I understand this is a logistic and budget matter"

"The Allan Jeffs exhibition opens my mind. I had never saw a pictures so amazing"

TESIC²¹ Day 2
Speaker: Various



Satisfaction - Participants satisfaction with the plenary session, art exhibit and registration was evaluated. The majority of the participants (91%) were satisfied with all the evaluated aspects (see Table 38).

Table 38. Participants' satisfaction with TESIC activities (Day 2)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Concurrent Session					
The allotted time for the sessions facilitated the presentation if the creative/research projects	45.7%	29.8%	10.6%	8.5%	5.3%
The quantity of concurrent session was adequate	50.5%	29.5%	8.4%	7.4%	4.2%
The session coordinators facilitated that the activities occur without major difficulties	69.1%	20.2%	9.6%	1.1%	-
Plenary Session (Mr. Manuel Cidre)					
This session contributed to my learning	63.0%	21.0%	11.1%	2.5%	2.5%
The speaker highlighted aspect associated to the economic situation of Puerto Rico from his	62.8%	21.8%	11.5%	2.6%	1.3%

²¹ The evaluation was completed by 99 participants.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
business experience					
Mr. Cidre presented the information in a clear and precise way	62.3%	26.0%	5.2%	3.9%	2.6%
The speaker was receptive to the audience questions and comments	67.9%	21.8%	6.4%	1.3%	2.6%
Plenary Session (Mr. Allan Jeff)					
This session contributed to my learning	56.5%	28.2%	10.6%	2.4%	2.4%
Mr. Jeff highlighted the relation between art and science in his creative project	69.5%	20.5%	7.2%	1.2%	1.2%
The speaker presented the information in a clear and precise way	72.3%	18.1%	7.2%	1.2%	1.2%
Mr. Jeff was receptive to the audience questions and comments	63.8%	16.3%	17.5%	1.3%	1.3%
Closing					
In the closing, the students works was acknowledge	72.0%	14.6%	6.1%	4.9%	2.4%
The participation of “Pleneros de la Cresta” was pleasant and appropriate	84.0%	9.9%	3.7%	1.2%	1.2%
The activity meets my expectations	58.5%	26.8%	11.0%	2.4%	1.2%

Participants Comments

“a terrific experience”

“more promotions to improve faculty attendance”

“next time, all the research authors should receive a certificate”

“the trainings should not coincide with the students presentations. Because I was presenting my research I could not attend a meeting of my interest”

“a total success, thanks for the opportunity, it has been an honor to be part of this event”

“more awards and acknowledgment to others categories. Better match of the session coordinators and the panel participants”

Participants Comments

“more organization and lunch available for the [participants]”

“the evaluation should be available at the end of each presentation”

“excellent work... should continue. Our country needs more activities like this one to enhance and develop art in all forms. Thanks for this learning opportunity”

“more time in each session”

“excellent music”

“today we live the real university experience”

“great, continue, good work”

“excellent event”

“too much concurrent session”

“good selection of [activity] location”

“excellent activity, a good and inspiring experience for the students”

“Thanks for all your commitment and dedication! Keep up! iINAS for a long time!”



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. 2) was published on February 2015 and on September 2015 the Vol 2 (Num 1). A combination of research articles and creative projects were included in these publications.

Students Strand: Accomplishments

This table summarizes 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 5 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	Outcome Exceeded	★ Nine trainings were offered.
	O ₄ : At least 50 students will attend per session	Outcome Exceeded	★ A total of 294 persons attended the trainings, 255 students participated.
Summer Research and Creative Activity Internship (SRCE)	O ₅ : At least 10 student-led research projects (5 students in each project)	Below expectations	★ 5 research projects were implemented. A total of 24 students participated.
Undergraduate Research and Creation Colloquium	O ₆ : Twenty-five students will present their research projects	Outcome Exceeded	★ 269 undergraduate students participated of TESIC



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	<p>★ Five trainings²² were provided:</p> <ul style="list-style-type: none"> UPR-RP Faculty and Staff workshop: Pre-Award Grantsmanship Workshop [February 18, 2015] 6 Faculty and 2 Administrative participated UPR-RP Staff workshop: Positioning the College for Funding Success [February 19, 2015] 5 Administrative participated UPR-RP Faculty and Staff workshop: Positioning the College of Business Administration for Funding Success [February 19, 2015] 9 Faculty and 3 Administrative participated UPR-RP Faculty and Staff workshop: Introduction and Grantsmanship Presentation [February 20, 2015] 18 Faculty and 1 Administrative participated UPR-RP Faculty and Staff workshop (Consultations) [February 20, 2015] 6 Faculty participated <p>★ A total of 39 professors and 11 administrative personnel participated of this grant writing workshops.</p>

**Source: Informe de Investigación-Creación DEGI

²² 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:

- ✓ **Increase dissemination of iINAS activities** - This is an area for improvement identified by participants in several activities (*i.e. TESIC, SRCE*).
- ✓ **Follow up the curriculum modules (mini-grants).** Develop and implement a follow up interview for faculty (developer) and a survey to the undergraduate students (users/recipients) of the modules. The evaluation instruments main objective would be to document the usefulness, utility, challenges, lesson learned and eventually the impact of these modules in the undergraduates' research competencies.
- ✓ **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 50 students participate in each session. However, less than forty-students attended to each session.
- ✓ **Develop and implement a tracking system.** The next level in terms of iINAS evaluation would be to design and implement a tracking system to monitor iINAS students and faculty fellows' productivity (*i.e. publications, presentations, new collaborations, grants*). A tracking system would allow to better document program impact.

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