2013 Annual Performance Report

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

Name of College/University

P031S100037

PR Award Number

243221

Unit Identification

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Title V - Developing Hispanic-Serving Institutions

Department of Education Grant Program

Hispanic-Serving Institutions (HSI)

Project Title

4-year Public

Type and Control of Institution

Year 3

Grant Year

Authorized Representative:

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Section 1: Executive Summary

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

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.

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

   During Year 3, the University of Puerto Rico-Río Piedras Campus (UPR-RP) has extended its capacity to conduct research and engage faculty and undergraduate students in their research endeavor. The accomplishment of this goal directly addresses the Title V purpose of: 1) expanding educational opportunities for, and improve the academic attainment of Hispanic students, and 2) expand and enhance UPR-RP's academic offerings, program quality, and institutional stability. The project has continued to actively engage in a series of activities specifically aimed at: (a) Expanding Undergraduate Faculty Capacity to Actively Engage in Research (b) Expanding Research Opportunities for Undergraduate Students and (c) Strengthening the Institution's Research proposal capacity. Thus, the project has consistently supported the development of UPR-RP's ability to create a sustainable research-based academic culture within non-STEM fields. Specifically this Year 3, we have focused on developing these objectives within the College of Education. The project's initiatives have enabled our institution to further strengthen our academic program quality and improve the academic attainment of Hispanic students conducting research in interdisciplinary fields. Title V staff held periodical meetings with the upper administration, undergraduates and faculty members from the College of Education in order to achieve our performance measures. The project has continued its successful path in our campus by receiving strong support from the community. We have maintained a strong presence in our campus and increased our visibility via the campus webpage and our recently launched iINAS website. For our web research database, over 200 questionnaires have already been received from researchers. Over 254 undergraduates participated in the all student initiatives. Nine research capacity enhancement training workshops were offered. Student evaluations reported an average satisfaction index of 93% on all workshops; 118 undergraduates attended. Ten undergraduates were selected for the SR program. The 2012 Summer Experience Program (SEP) consisted of seven groups with a total of 35 students. Several 2012 SEP and SR participants were accepted in graduate programs and participated in the National Council of Undergraduate Research National Conference. It is the first time a non- STEM organized group from UPR-RP participates at NCUR conference. The First Undergraduate Research and Creative Activity Symposium (PESIC in Spanish) was held on April 4 & 5, 2013. PESIC was a total success with over 200 presentations received from all academic disciplines. (IN)Genios, our digital peer reviewed journal for the publication of undergraduate students work was also developed. The first number will be published on May 2014.

   Regarding Faculty Initiatives, 15 Summer Research Fellowships were awarded: seven in the College of Education (CE), six in the College of Humanities, one in the School of Communication and one in the School of Business Administration. In addition, three Integration Seminars were held in the College of Education. Furthermore, four Summer Research Institutes (SRI) were offered. Moreover, three Research Capacity Enhancement Training Workshops on Mendeley Platform, co-sponsored by the Center for Academic Excellence, were held. A part of the Research, Discovery and Innovation Seminars we offered a Research in Cyberbullying seminar for professors and students.

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

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

   The UPRRP mission is:

   1. To promote the integral development of students through curricula that support their intellectual curiosity, critical thinking, lifelong learning, effective communication, appreciation of ethical and aesthetic values, participation in campus activities, reflection, and social responsibility.

   2. To provide graduate education of the highest quality in which research and creative activity are core elements and strengthen undergraduate education. In addition, to provide post-baccalaureate programs for training of highly skilled professionals committed to the ideals and values of Puerto Rican society.

   3. To provide undergraduate education of excellence with a holistic view of knowledge. This should embrace both general education and specialized training, and develop independent study and research skills within our students.

4. To develop teaching, research, and community service in accordance with the historical and social reality of Puerto Rico, in harmony with its Caribbean and Latin American context and with projection into the international community. To enrich and strengthen knowledge relevant to the consolidation of Puerto Rican nationality, history, language and culture and to facilitate the development and dissemination of knowledge worldwide.

5. To develop innovative research, community service initiatives and continuing education programs that reflect and contribute to the academic and professional work within the campus. These programs should also contribute to the transformation and continuous improvement of the Puerto Rican society, the analysis and formulation of solutions to economic and political problems of the country, and improving the quality of life.

The present Title V grant results from the strategic plan proposed by our university in Vision 2016 which is aligned with the UPR mission statements. Therefore, the present grant directly helps our institution in strengthening all research initiatives described in its mission. Both student and faculty initiatives aim at enhancing undergraduate research innovation among non-STEM disciplines. Through several faculty initiatives, this Title V grant empowers faculty to improve their academic endeavor by engaging more undergraduate students into research. The grant has also provided for academic exchange between our researchers and renowned international scholars and institutions. In addition, equipment funds from the Title V project allowed the UPR-RP to acquire the InFoEd software in order to streamline pressing post-award issues. The creation of the Office for Sponsored Research Programs and Entrepreneurial initiatives within the Office of the Dean of Graduate Studies and Research has been instrumental in the advancement of research activity within our campus. Funding support for training of staff involved in grant management activities has been extremely beneficial to researchers prior and following the proposal submission. Moreover, the establishment of the new undergraduate research and learning office approved by the program officer in 2013 will provide students and faculty with a new venue of active interaction and create the academic and research culture required for creative thinking and innovation.

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

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

Strengthening the University of Puerto Rico´s research and teaching activity is the main goal of both our Title V and Promoting Post Baccalaureate Opportunities for Hispanic American (PPOHA) projects. Since 2009, the PPOHA program in our campus has had two main objectives: (1) to expand post baccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) to expand the post baccalaureate academic offerings as well as enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees. To accomplish these objectives, the project has worked to advance development of various components that in the academic year 2012-2013, our fourth project year, provided evidence of important achievements for the overall compliance with the PPOHA objectives. First, four graduate programs, namely: Applied Mathematics/Computer Science; Environmental Science, Business and Biology participated in our activity measures. With our support, these programs converted a total of 28 traditional face to face graduate courses into hybrid, technology intensive, e-learning experiences. In the participant programs, courses have been redesigned and converted for an e –learning modality in which multimedia resources are included and strengthened thus increasing the quality of the programs through the infusion of information and communications technologies that allow for a more enriched learning environment. All implemented courses have received positive evaluations from students. To increase opportunities of postgraduate education to these potential students, the PPOHA Project has been able to financially support 22 graduate students. This support is proving to be critical for these students to stay focused in times of economic contraction. The flexibility of e-learning as well as the financial assistance that has been provided is also supported by our Mentoring Program. The Graduate Student Learning Commons (GSLC) continues its successful path as the premier center for graduate activity in campus with over 1000 students visits every year. Professional and academic activities, seminars and meetings take place at GSLC. During this Year 4, the project has maintained the development of research workshops oriented to the strengthening of the research skills among graduate students. Over 50 graduate students participated in workshops and seminars directed to develop and refine specific research skills. Over 96% of participants evaluated the experience as excellent or very good. Besides this structured activity, the learning space provided at the Learning Commons has increasingly become a place where interdisciplinary research projects are being conceived. The meeting rooms where group discussions are conducted directly to promote this type of collaboration. By the initiative of graduate student assistants that work at the GSLC we have initiated a very successful Film Forum, Cine en la Red (in Spanish) where both graduate and undergraduates participate.

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

The academic and research scenarios available for undergraduate students and faculty teaching undergraduate courses in our campus are in constant development. One of the unexpected outcomes from this project is that our title V office has become an important service and information center for our undergraduate community interested in multidisciplinary research. Specifically, our office has provided accessible and diverse services to our undergraduate student population seeking support for engaging in research activities and the creative process. For example, we have provided counseling and mentoring to students in the completion of a research project and the development of their research capacities. Moreover, our office

organized and sponsored meetings and other academic venues that allowed a significant number of undergraduate students from different disciplines to present their results to the public and engage in critical thinking of their research projects. I addition, our staff constantly provided advise and mentoring to our faculty in developing their research ideas and achieving the completion of their research projects.   Based on our experience and assessment of the present needs of our undergraduate community we submitted and got approved a change of objective proposal to enhance the reach of our office by establishing: The Undergraduate Learning and Interdisciplinary Research Office (ULIRO).   ULIRO is in accordance with the Strategic Plan University 2016, Goal 1: developing UPR-RP into the flagship research institution. As part of the programmatic objectives for faculty research development in this proposal, it is projected that ULIRO will sponsor and organize year-round events and programs specially focused on new research areas of inquiry and multi-interdisciplinary approaches for faculty and undergraduate students within our campus. In addition, the ULIRO will offer meeting and working spaces for SRs and other undergraduate research programs that may require administrative and mentoring support. Moreover, it is expected that the ULIRO will become a premier interactive technology and resource based center for undergraduate research in our campus. We are convinced that ULIRO in conjunction with the Office of sponsored Research and Business initiatives will bring a positive and much needed change to the research culture of our campus.

Another unexpected outcome was an immediate success of our undergraduates in achieving their academic and research goals beyond their expectations. The First Undergraduate Research and Creative Activity Symposium successfully engaged faculty and undergraduates from all academic disciples to exchange ideas and creative work. For the first time in our institution's recent history, our project organized an academic and research venue where the arts, sciences, business and humanities research and creative work came together in a unique conversation. Interestingly, the two colleges with the highest participation were Social Sciences and Humanities. We strongly believe that our combined efforts to strengthen these colleges' research agenda have played a crucial role in their participation of this highly-regarded initiative.

Finally, we have also witnessed an unexpected outcome with the InfoEd's Proposal Development module. We have achieved improvement in grant submission since the implementation of this equipment and software. Furthermore, the institutional configuration of the Enterprise Staging Area and of the Award Tracking and Financial Tracking modules is functional. The Grants Electronic Management System (GEMS) was launched last year and despite some difficulties its is up and running and used for the submission of FIPI grants.

Section 2: Institutional Profile

(IPEDS information is not included in the APR).

Accreditation

Institution's primary accrediting agency.

   X   Middle States Association of Colleges and Schools

Section 3: Grant Activities and Focus Areas

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

Total $ spent on this activity during the current reporting period: $360,917.86

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	3,851.00	1
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	159,010.20	44
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	121,926.11	34
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	76,130.55	21
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishment or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
Total Expenditure For This Activity	**360,917.86**	**100%**

Process Measures for "Strengthening UPR-RP through Development of a Research-Based Academic Culture"

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

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

Did the amount of scientific or laboratory educational equipment rented or leased increase?	Yes

If yes:
      Start $ spent on equipment   0.00
      End $ spent on equipment   3851.00
      Application Objective $ 3851.00	

Did the quality of scientific or laboratory educational equipment rented or leased improve?	Yes
No standardized data elements	
Did the number of students with access to scientific or laboratory educational equipment rented or leased increase?	Yes

If yes:
      Start # students   0
      End # students   254
      Application Objective # 200	

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

Did the number of faculty trained in educational technology increase?	Yes

If yes:
      Start # of faculty trained   0
      End # of faculty trained   82
      Application Objective # 100	

Other: Did the number of summer research fellowship increase?	Yes

If yes:
      Start   0
      End   15
      Application Objective 12	

Other: Did the number of research institutes increase?	Yes

If yes:
      Start   0
      End   4
      Application Objective 3	

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

Did the number of tutors increase?	Yes

If yes:
    Start # 0
    End # 15
    Application Objective # 5	

Did the number of students using tutoring services increase?	Yes

If yes:
    Start # 0
    End # 73
    Application Objective # 5	

Did the number of students using counseling services increase?	Yes

If yes:
    Start # 0
    End # 39
    Application Objective # 5	

Did the number of students satisfied with tutoring services increase?	Yes

If yes:
    Start # 0
    End # 73
    Application Objective # 5	

Did the number of students satisfied with counseling services increase?	Yes

If yes:
    Start # 0
    End # 39
    Application Objective # 5	

Did the academic attainment of students using tutoring services increase?	Yes
If yes, methodology used: Teacher survey	
Other: Did the workshop for Scholar's in Residence increase?	Yes

If yes:
    Start 0
    End 22
    Application Objective 8	

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

Did you establish or enhance a funds management quality control system?	Yes
No standardized data elements	
Did you establish or enhance an institutional research system?	Yes
No standardized data elements	

Focus Area: Academic Quality Outcomes

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

Have the institution's educational technology infrastructure improved?	Yes

If yes:
   Start Good
   End Excellent
   Goal 1

I would like to provide a brief supporting statement: The Office of Undergraduate Research has been 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. This office will also coordinate the development of an Undergraduate Research Symposium (Y3 and Y5) to showcase student research projects.

Other, please specify: Has the number of undergraduate faculty conducting research with undergraduates increased?	Yes

If yes:
   Initial # 0
   Final # 23
   Goal 50

I would like to provide a brief supporting statement: In Year 3, we had a total of 23 professors actively engaged in research with undergraduate students. These include our SR mentors, and the Summer experience research mentors and the summer research faculty fellows.

Other, please specify: Has the number of undergraduate students engaged in research increased	Yes

If yes:
   Initial # 0
   Final # 209
   Goal 200

I would like to provide a brief supporting statement: A total of 209 students were actively engaged in research activities. These include students in the SR program, summer experience, other undergraduate students working with faculty that received our summer research fellowships. Of the total of Y3 , 81% of the undergraduate students participated in our First Research symposium sponsored by Title V funds.

Section 4: Project Status

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

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

Narrative Supporting Completed Objectives

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

Activity Objective(s)	Evidence of Completion
By September 2013, the number of UPR-RP's College of Education faculty actively participating in research increased over the 2009 baseline by 50%. Fall 2009 baseline = 29 of 183 (16%) College of Education faculty conducting research.	A total of 82 professors participated in our faculty research initiatives form CE. This constitutes a 45% of the number of professors conducting research in the CE when compared to the 2009 baseline. The percentage has increased to 55% of the CE faculty engaged in research. A total of 64 CE faculty members participated in the 3 interdisciplinary research projects held in the College of Education. This constitutes a 36% of 2009 baseline of 183 faculty members, which is a significant and encouraging improvement from previous years prior to our Title V grant.
By September 2013, the number of UPR-RP Education undergraduate students actively participating in research increased by 30 % over the 2009 baseline. Fall 2009 baseline = 14 of 3,252 (less that .05%) undergrad Education students conducting research.	A total of 254 undergraduates from Education engaged in research activities sponsored by our initiatives. This increase is 7% more than the baseline of 0.05% previously reported in 2009. A significant number of Education undergraduates participated in several research workshops, summer research experience and our Scholar's in Residence program.
By Sept. 2013, the number of proposals submitted to funding agencies has increased by 20% over 2009 baseline of 186.	A total of 664 proposals from 2010 September 2013 were submitted for several funding agencies. This is an increase of 28% over the 2009 baseline reported. We expect a continuous and robust response of grant-writing and successful funding for next year 2014 and beyond.

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	25477.72	210960.00	205219.02	0.00	31218.70	212864.00	Yes
Fringe Benefits	9799.69	71726.00	56414.40	0.00	25111.29	72374.00	Yes
Travel	708.50	11500.00	6569.64	0.00	5638.86	11500.00	Yes
Equipment	0.00	79380.00	54380.00	0.00	25000.00	95104.00	Yes
Supplies	25.89	17250.00	14527.00	0.00	2748.89	17250.00	Yes
Contractual	23357.82	40175.00	23852.20	0.00	39680.62	35175.00	Yes
Construction	53000.00	0.00	0.00	0.00	53000.00	0.00	Yes
Other	8325.34	143925.00	151000.55	0.00	1249.79	50000.00	Yes
Endowment	100000.00	50000.00	0.00	0.00	150000.00	128925.00	Yes
Total	**220694.96**	**624916.00**	**511962.81**	**0.00**	**333648.15**	**623192.00**	

Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

Personnel

The carryover of $31,218.70 in the budget assigned to the personnel line item will cover the salary adjustments of the project employees that have higher salaries assigned by the Institution. It will also cover the part time hourly support personnel staff needed in order to accomplish performance objectives of year 4.

Fringe Benefits

In this line item there is a carryover of $25,111.29. This amount will be used for the fringe benefits of additional support staff for year 4.

Travel

This line item originally had $11,500 assigned. Carryover of $5,638.86 will be used to supplement travel expenses for our academic coordinators to attend workshops and/or conferences of the Department of Education for Y4.

Equipment

Approval from our program officer to carryover of $25,000 to the equipment budget line will be used for the creation of our new Undergraduate Research and creative work center.

Supplies

A carryover of $2,748.89 will be used to purchase the necessary materials for the Summer Research Institutes, Seminars, Workshops, and Mentoring initiatives. In addition, due to the success of our first research symposium, the institution is sponsoring a second Symposium in April 3-4, 2014. We will utilize these carryover funds to support this activity and further strengthen expertise, competence and development of undergraduate research in our institution.

Contractual

The carryover of $39,680.62 will be utilized for digitalization services, electronic journal and webpage expenses and bringing resources for the grant writing workshop that are being offered in the spring semester 2014.

Construction

The carryover of $53,000.00 was approved by our Program officer in our change of objective request. Intense efforts from our office in order to identify a proper location for our Undergraduate Research Center has experienced challenges. Specifically, we have been unable to find a location within campus that best suits our programmatic needs and the needs of our undergraduate community. At the present time, our Interim Chancellor is evaluating a space proposal submitted by our office. We expect this matter to be resolved by early next year.

Endowment

A carryover of $150,000.00 in the endowment budget line is transferred into our Y4 budget. We have submitted for the approval of our Program officer a change of objective for this budget line item. As presented in our report during the site visit from USDE Title V officers in September, we proposed to utilize these funds to support and develop the initiatives as part of the Undergraduate Research Center. Specifically, we suggest that this effort will foster interdisciplinary research and strengthen the institution's capacity to obtain research funds.

Other

The total allocated amount of $143,925.00 with a carryover of $1,249.79 that will be used to further our project's development.

Section 4: Budget Summary Narrative

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

Personnel-During this third year (October 1, 2012 to September 30, 2013) the grant had $210,960.00 assigned to this line item, plus carryover from previous year of $25,477.72.   The total allocated amount for the third years was $236,437.72.   We didn't spend $31,218.70 as a result of the Grant Management Analyst resigning. As previously approved by the program officer, we allocated funds to cover the salaries and fringe benefits of four individuals for Y4-Y5 of funding ($2,123 X 4 persons x 2 academic years). This staff will directly work with administrative personnel and faculty coordinators in the coordination, evaluation and organization of the different initiatives of the project. They will assist in the preparation of promotion and attendance of all workshops sponsored by the Title V project. We offered 27 lectures and workshops in year 3. We received approval for the present revised budget for the personnel line item to show the salary adjustments for project coordinators salaries since as full professors they have a higher salary than the original proposal. This request was approved for Y3-Y5 in August, 2012. The hiring of the Grant Management Analyst for this third year was obtained, however, in mid-year this person resigned from the position. We have already found a competent candidate for this position and we are at the present time processing administrative paperwork in order to hire the person in early February, 2014. In addition, we also had our program secretary resigned in year 3 and we were without this person for 5 months. Therefore, her salary and fringe benefits are carryover this year.

Fringe Benefits-The Fringe Benefits line item was assigned $71,226.00 for this report period, plus a carryover of $9,799.69, for a total of $81525.69.   A lesser amount was needed in fringes due to personnel vacancies as reported above.

Travel-The budget for this line item is $12,208.00.   We used $6,569.69.   The unspent $5,638.86 will be used to supplement travel expenses for our academic coordinators to attend workshops and/or conferences for Y4.   In order to strengthen both academic initiatives and goals of our Title V program it is important that our academic staff attend these training activities to continuously develop and improve their expertise in acquiring novel strategies to support undergraduate research within our institution.

Equipment- Funds for $25,000 were allocated for Y3 to equip the IRCs in our proposal. Our program officer approved a change of objective in July 16, 2013 allowing these funds to be used for the creation of our new Undergraduate Research and creative work center.

Contractual-The contractual line item was assigned $40,175.00 plus a carryover of $23,357.82.   The unspent $39,680.62 carried over and used for digitalization services ($30,000), electronic journal and webpage expenses ($3,370.82); and $6,309.80 to be used for bringing resources for the grant writing workshop that are being offered in the Spring semester 2014.   Due to the difficulties with retaining of the Grant Management Analyst (See Personal Section above) these electronic services were not completed during Y3.

Construction- The construction line item was assigned $0.00 plus a carryover of $53,000.00.   Our budget plan continues to request that these funds be used to remodel our Title V office.   The iINAS office has become an important support center for undergraduate research in our campus.   Our experience has been very successful in promoting change by fostering interdisciplinary and multidisciplinary research, while creating a more vibrant and collaborative academic environment. These funds will be encumbered for the remodeling of the office. Approval from our program officer for this initiative was received in July 16, 2013.

Endowment-At the present time, we have allocated $50,000 for Y3 and a carryover of $100,000.00 in the endowment budget line is transferred into our Y4 budget. During last Y3 of funding, the fundraising work plan included activities such as: breakfasts, Public lectures on several topics, donations, and sales of art products. Unfortunately, despite all efforts from the marketing office assigned by our chancellor, the institution has been unable to match these funds. We have submitted for the approval of our Program officer a change of objective for this budget line item.

Other-The total allocated amount of $143,925.00 with a carryover of $8,325.34.   The unspent amount of $1249.79 will be used to further our project's development.