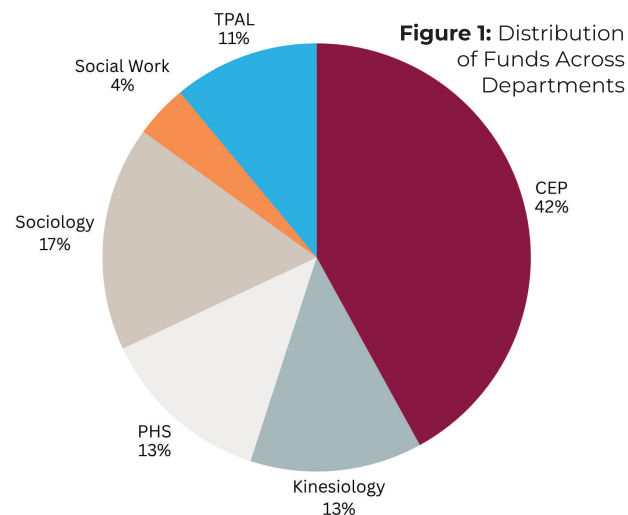


Spring 2025 Mini-Grant Applications

Overview

The Office of the Associate Dean for Research solicited applications for a funding opportunity in Spring 2025. Funding was made available to both students and faculty for travel and/or research-related expenses. Eighteen applications were received, including four from faculty members and 14 from students. **All applications were at least partially funded, totaling \$11,679 in awards.** The departments represented and the proportion of funding received by each can be seen in **Figure 1**.



Faculty Awards

Two categories of mini grants were offered to faculty in amounts up to \$500. Travel awards were designed to support professional activities that enhance scholarship and career development, with special consideration given to recognition or honors such as invited presentations or substantial professional organization awards. Research awards were intended to address unforeseen research-related needs that could significantly delay or disrupt ongoing projects if left unmet. Publication fees were not an eligible expenditure, as the awards were meant to support ongoing projects.

Four faculty members received mini grants for \$500 each. Of these awards, three were for travel expenses, and one was for research. Travel expenses are all designated for conference attendance, which is expected to provide important professional development for each applicant. Details of mini grants awarded are listed in **Table 1**.

Department	Type	Usage	Importance
Teacher Preparation, Administration, and Leadership	Travel	Conference registration	Invited symposium participant
Counseling & Educational Psychology	Travel	Conference registration	Accepted presentation, first-time attendee
Kinesiology	Travel	Conference travel	Continuing education, service on state advisory board
Social Work	Research	Participant compensation	Pilot testing and validation of new scale

Table 1: Faculty Awards by Department

Spring 2025 Mini-Grant Applications

Student Awards

The student mini grants were designed to provide financial assistance for research-related expenses to both graduate and undergraduate students across the college's nine academic units. Eligible expenses include data collection, participant incentives, research materials, software, travel for fieldwork, dissemination efforts, and trainings/workshops. Both undergraduate and graduate students were given equal consideration.

Funding was offered in two tiers: amounts up to \$500 in Tier 1 and amounts between \$500 and \$1,000 in Tier 2. Funding was anticipated for up to ten Tier 1 awards and up to five Tier 2 awards.

Five students submitted Tier 1 requests, and nine submitted Tier 2 requests. All Tier 1 requests and six Tier 2 requests were funded in full, while three Tier 2 applications were partially funded. Over half of the applications received were from CEP students ($n = 8$). The total number of applications and the amounts awarded in each department are listed in **Table 2**.

Most of these applications included funding for participant compensation. Other types of expenditures included equipment (e.g., recording devices), software licenses, transcription services, recruitment materials, and conference travel. Projects were largely pilot studies or early phases of larger research projects. Several projects focused on issues relevant to New Mexico and the US-Mexico border region. Populations of interest included K-12 students, college students, university employees, and Hispanic/Latino communities.

Department	Awards	Amount
Counseling & Educational Psychology	8	\$4,394
Kinesiology	1	\$1,000
Public Health Sciences	2	\$1,500
Sociology	2	\$1,985
Teacher Preparation, Administration, and Leadership	1	\$800

Table 2: Student Awards by Department

Key Takeaways

Applications represented a **diverse range of scholarly activities** across **multiple departments**. Most requests were modest and well-justified within the program parameters. While faculty applications mainly requested travel funding, many students applied for funding to work on new research.

There is **significant potential** for **community impact**, especially in **educational and mental health settings**. These awards are expected to contribute to professional development for both students and faculty, providing increased opportunities for conference presentations, publications, community partnerships, and networking.

