Prairie Springs Science Center - Phase II

Project Budget: $92.8 million

Building Size: 203,660 GSF (Phase 1 = 189,490 GSF)
Welcome to the 2021-2022 Academic Year!
CSH Fall Meeting

- New Colleagues
- Provost Betsy Morgan
- Community Engaged Learning – Lisa Klein
- PSSC II – VC Bob Hetzel
- Taylor Wilmoth, Foundation
- Strategic Plan Implementation
- By the Numbers
- Networking
New Colleagues

Cord Brundage (IAS, BIO)
Dipanker Mitra (TT, CS)
Brian Pompeii (IAS, GEO/ESC)
Lien Nguyen (TT, HEHP)
Sarah Mosley (IAS, ESS)
Jacob Caldwell (TT, ESS)
Nathan Crowder (IAS, MTH/STAT)

Kari Emineth (TT, ESS)
Sheldon Wagner (IAS, ESS)
Nicole Ross (IAS, ESS)
Maggie Laufenberg (IAS, HP-PA)
Jenny Leren (IAS, HP-OT)
Brandon McCauley (IAS, HP-OT)
Three themes for Fall 2021

- Course modalities
- Navigate (Pro@UWL)
- First-year student profile
Hybrid Definition – Faculty Senate

• Course in which content delivery, course activities, and assessments take place in a physical classroom and online. This combination of online and in-person elements is based on meaningful learning strategies that best serve an instructor’s pedagogical goals and objectives. This classification signals to students that there is an expectation of both physical presence and online learning in the instructor's design of the course. **While a percentage is not mandated, hybrid courses are traditionally 30% to 50% of seat time replaced with online components.** Hybrid courses include a class note available to students at registration, which indicates anticipated in-person and online class time.
For the future:

• Planfulness regarding online offerings
• Departmental discussions of programmatic and student-centered choices regarding modality
• The bi-modal experience of students
• First year students "versus" junior/seniors
• Traditional residential university
NAVIGATE

- Focus for FALL – training
- appointments & campaigns to make your life easier

Navigate and Faculty/Instructors

• Navigate is the platform
• Useful for advising and appointments
• Used for PRO@ (early alert for Gateway+)
• Used for ad-hoc alerts
• Can be used sparingly for email/text "campaigns"
Gateway+ = will include FYS100 this Fall.
13,428 requests for feedback sent on course performance for 4,403 students.

- 56% feedback forms returned.
- 72% faculty participation (n=149).
- 85% students received feedback (n=4,403).

INSTRUCTORS SUBMITTED FEEDBACK THROUGH PRO@UWL AND ADHOC ALERTS IN BOTH PRO AND NON-PRO CLASSES. ACROSS ALL THESE CHANNELS...

- 826 students received.
- 1,210 alerts.
Students received support in different ways. Some students received multiple supports:

- 973 emails sent based on the specific alert reason reported by their instructor, providing them next steps to take. Some students received multiple emails.
- 347 students were supported by multiple offices.
- 54 students were referred to Residence Life.
- 28 students were referred to Athletics.

Students with non-academic concerns or multiple alerts were referred to the Student Life office for support.

One goal of getting more offices involved with Pro@UWL Outreach is to increase the number of students who respond to case outreach:

- 60% of spring 2021 cases closed after student response
- 31% in fall 2020

http://www.uwlax.edu/navigate
Navigate Training Opportunities

**Fall 2021**

<table>
<thead>
<tr>
<th>PRO and Ad hoc Alerts Training</th>
<th>Faculty Advisor Tools Training</th>
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<tbody>
<tr>
<td><strong>Monday, 9/27 2-2:30</strong></td>
<td><strong>Monday, 10/11 11-11:45</strong></td>
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<tr>
<td>Virtual</td>
<td>Virtual</td>
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<tr>
<td><strong>Tuesday, 9/28 11:30-12:00</strong></td>
<td><strong>Tuesday, 10/12 2:30-3:15</strong></td>
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<tr>
<td>CENT 1235</td>
<td>Virtual</td>
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<tr>
<td><strong>Wednesday, 9/29 8:30-9:00</strong></td>
<td><strong>Wednesday, 10/13 1:30-2:15</strong></td>
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<tr>
<td>Virtual</td>
<td>CENT 1235</td>
</tr>
<tr>
<td><strong>Thursday, 9/30 4-4:30</strong></td>
<td><strong>Thursday, 10/14 9:30-10:15</strong></td>
</tr>
<tr>
<td>Virtual</td>
<td>Virtual</td>
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<tr>
<td><strong>Friday, 10/1 9-9:30</strong></td>
<td><strong>Friday, 10/15 9-9:45</strong></td>
</tr>
<tr>
<td>Virtual</td>
<td>Virtual</td>
</tr>
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</table>

To register: [https://forms.office.com/r/reh0rVJmVv](https://forms.office.com/r/reh0rVJmVv)
First Year Student Profile

- ~95% from WI/MN
- ~30% are First Gen
- ~20% Pell-Eligible
- ~10% Multicultural
- ~60% Female
First-year students with college credit

- Approximately 70% of first-year students begin their college career at UWL with credit earned prior to enrollment at UWL.
  - Median # of those with credits = 11

- These data include: AP, CLEP, IB, and Dual/Concurrent Enrollment
- Does not include: retroactive credit or department credit by exam
First-years with college credit

Credit wise – students more like "second semester" first year students.

Implications:
- Advising
- Class demand – especially gen ed
- More student come in with courses that are UWL prereqs - intro courses in a sequence
COVID-DISRUPTION GRANTS

https://www.uwlax.edu/academic-affairs/covid-19/covid-disruption-grants/
Have a semester!
Lisa Klein – Community Engaged Learning
Deadlines

AY 22-23 sabbaticals: Applications due Sept 10

Dan Grilley
Sabbatical spring ‘22

CSH Newsletter

• Articles: Short (250-300 words) or long (800-1000 words)
• Ideas for articles due October 11
• Articles (text with pictures) due November 22
• Contact Associate Dean Sudhakaran (x8431)
Strategic Plan 2021
Policies and Procedures

https://www.uwlax.edu/csh/strategic-plan/
Strategic Plan 2021
Policies and Procedures

https://www.uwlax.edu/csh/strategic-plan/

**Strategic Plan Review Committee** – College Committee + representation from other departments; review plan minimum every 5 years.

**Dean’s Strategic Plan Advisory Committee** – 5 members, not on College Committee; meet minimum 2x each semester

For AY 2021-2022: Shauna Salow (HP), Chia-Chen Yu (ESS), Brain Kumm-Schaley (RMTR), Josh Hertel (MTH), (CSH UG student)
Strategic Plan 2021
Policies and Procedures

Reporting from Dean’s Office: status of current goals, actions, and resources

1. CSH Chairs at start and end of each semester
2. College Committee regularly as determined by the Committee
3. College Meeting
   1. Actions taken by Dean’s Office
   2. Results of those actions
   3. Resources allocated
   4. Strategic planning goals for the current academic year.
Pillar: Increasing Community Engagement

• Foster interprofessional experiences to strengthen community-based healthcare partnerships while promoting professional development for students

Pillar: Investing in Our People

• Identify ways to incentivize innovation in teaching, research, and scholarship

Action: Provide $25,000 for Mayo-UWL Collaborative Seed Grant Research Program. Extend “Lunch and Learn” opportunities to students and campus.
Pillar: Achieving Excellence Through Equity & Diversity

• Identify and allocate resources for Inclusive Excellence (IE) efforts.

Action: Provide $5,000 for STEM Community for Anti-Racist Education (STEM-CARE). (Aug 23-27, 2021)

Action: Provide GA support for CSH FYRE Program in AY 21-22

Action: Provide $2,000 for faculty support for participation in the Women in STEM Living Learning Community
Pillar: Investing in Our People

• Identify college-specific development opportunities and continue to make available administrative fellowships and assignments for career advancement.

Action: Provide 3-hour course reassignment (or overload) and travel budget for faculty member to engage in student recruitment from regional high schools.
Fall Enrollment at UWL & in CSH

In CSH since 2016 ...

- Total # students: -9%
- # grad: +22%
- # undergrad: -13%
Pillar: Investing in Our People

• Continue to pursue internal and external funding to support ..... faculty pursuit of external funding

Action: Provide 3-hour course reassignment (or overload) for writing external grant that provides student scholarships, fellowships, or internship opportunities, etc. [Not intended to support writing of grants that directly supports research program of one individual faculty member].
Pillar: Advancing Transformation Education

• Support departments and faculty in the development of interdisciplinary courses and programs ......

Action: Form *ad hoc* advisory committee to make recommendations (e.g., new positions) for advancing computational literacy & fluency among our students
## External Grants & Contracts Awarded FY2017-FY2021

<table>
<thead>
<tr>
<th></th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
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<tbody>
<tr>
<td>Federal</td>
<td>$1,055,225</td>
<td>$1,863,286</td>
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<td>$1,577,308</td>
<td>$1,251,914</td>
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<tr>
<td>Non-federal</td>
<td>$129,552</td>
<td>$290,154</td>
<td>$338,013</td>
<td>$444,669</td>
<td>$196,467</td>
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<tr>
<td>Total</td>
<td>$1,184,777</td>
<td>$2,153,440</td>
<td>$1,528,428</td>
<td>$2,021,977</td>
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<table>
<thead>
<tr>
<th></th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
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<tbody>
<tr>
<td>Submitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Federal</td>
<td>24</td>
<td>15 (63%)</td>
<td>30</td>
<td>29 (97%)</td>
<td>27</td>
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<tr>
<td>Non-federal</td>
<td>16</td>
<td>9 (56%)</td>
<td>16</td>
<td>14 (88%)</td>
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**Total**

<table>
<thead>
<tr>
<th></th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
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<tbody>
<tr>
<td>Submitted</td>
<td>40</td>
<td>24</td>
<td>46</td>
<td>43</td>
<td>49</td>
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<tr>
<td>Funded</td>
<td>24</td>
<td>43</td>
<td>36</td>
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<td>Federal</td>
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<td>13 (100%)</td>
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<td>13 (100%)</td>
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<tr>
<td>Non-federal</td>
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<td>13 (100%)</td>
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<td>13 (100%)</td>
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*COLLEGE OF SCIENCE AND HEALTH
Where Education Leads to Discovery*
<table>
<thead>
<tr>
<th>Division</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
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<tr>
<td>Fund 102 Travel, S&amp;E Balances</td>
<td>$6,230</td>
<td>$228,263</td>
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<td>Fund 131 (GQA) Travel, S&amp;E Balances</td>
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<td><strong>$9,117</strong></td>
<td><strong>$430,683</strong></td>
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## CSH Budget

### Fund 102
**General Purpose Revenue**

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<thead>
<tr>
<th>Expenditure</th>
<th>FY2020</th>
<th>FY2021 (w/lapse)</th>
<th>FY2022</th>
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<tbody>
<tr>
<td>Unclassified</td>
<td>12,645,282</td>
<td>12,684,551</td>
<td>12,833,022</td>
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<tr>
<td>Graduate Assistants</td>
<td>217,379</td>
<td>220,431</td>
<td>185,900</td>
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<tr>
<td>University Staff</td>
<td>577,239</td>
<td>581,271</td>
<td>587,160</td>
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<tr>
<td>Student Help</td>
<td>108,839</td>
<td>105,994</td>
<td>101,938</td>
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<tr>
<td>Travel, S&amp;E</td>
<td>924,309</td>
<td>577,681</td>
<td>926,528</td>
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<tr>
<td>Travel</td>
<td>219,527</td>
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<tr>
<td>S&amp;E</td>
<td>704,782</td>
<td>577,681</td>
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<tr>
<td>Aid to Individuals</td>
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<td>7000</td>
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<td><strong>Total Expenditures</strong></td>
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<td><strong>14,176,298</strong></td>
<td><strong>14,641,528</strong></td>
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### Fund 131
**Growth Quality & Access**

<table>
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<tr>
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<th>FY2020</th>
<th>FY2021 (w/lapse)</th>
<th>FY2022</th>
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<tbody>
<tr>
<td>Aid to Individuals</td>
<td>7,000</td>
<td>7,000</td>
<td>7000</td>
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<tr>
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<td>7,000</td>
<td>7,000</td>
<td>7000</td>
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<tr>
<td>Aid to Individuals</td>
<td>7,000</td>
<td>7,000</td>
<td>7000</td>
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<tr>
<td>Total Expenditures</td>
<td>5,970,433</td>
<td>5,635,226</td>
<td>4,981,944</td>
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