**NIH Facilities & Other Resources**

*The Facilities & Other Resources document is required for all NIH applications unless otherwise specified in the program solicitation. There is no prescribed page limit, but the document should generally be succinct. Content should address the following:*

1. *Describe how the scientific environment in which the research will be done contributes to the probability of success (e.g., institutional support, physical resources, and intellectual rapport).*
2. *In describing the scientific environment in which the work will be done, discuss ways in which the proposed studies will benefit from unique features of the scientific environment or from unique subject populations or how studies will employ useful collaborative arrangements.*
3. *If there are multiple performance sites, describe the resources available at each site.*
4. *Describe any special facilities used for working with biohazards and any other potentially dangerous substances.*
	1. *Note: Information about select agents must be described in the Research Plan, Select Agent Research.*
5. *For early stage investigators (ESIs), describe institutional investment in the success of the investigator. (*[*See NIH's New and Early Stage Investigator Policies*](https://grants.nih.gov/policy/early-investigators/index.htm)*).*
	1. *Your description may include the following elements (See sample information below for common institutional information related to faculty and student development):*
		1. *resources for classes, travel, or training;*
		2. *collegial support, such as career enrichment programs, assistance and guidance in the supervision of trainees involved with the ESI’s project, and availability of organized peer groups;*
		3. *logistical support, such as administrative management and oversight and best practices training;*
		4. *financial support, such as protected time for research with salary support.*

*Optional institutional information (data, funding, college information, etc.) and language is provided below that may be helpful in the development of your Facilities & Other Resources document. Not all of this information may be necessary, or relevant, for your proposal.*

**Scientific Environment**

***The Institution***

The University of Wisconsin-La Crosse (UWL) is one of eleven four-year, comprehensive campuses that focus primarily on educating undergraduate students in a smaller, more intimate setting within the University of Wisconsin System (UW System), which is ranked 13th in *Reuters’ Top 100: The World’s Most Innovative Universities (2016)*. As part of the UW System, UWL embraces the Wisconsin Idea. Proposed by UW System President Charles Van Hise in 1904, the Wisconsin Idea declares that “education should influence and improve people’s lives beyond the university classroom,” and it has become a guiding principle in university outreach. Research is a natural extension of this philosophy, as it extends the reach of education into the world at large, benefiting scholars as well as society. As part of its mission, UWL further “expect[s] scholarly activity, including research, scholarship, and creative endeavor, that supports its programs.” The large number of UWL students participating in faculty-mentored research speaks to how this mission is put into action. According to the National Survey of Student Engagement (2017), 30% of UWL seniors indicated that they had participated in research with faculty, which is significantly higher than the 23% nationwide participation rate at master’s universities. It is no coincidence that the university has built a strong academic reputation when research plays such an integral role within students’ educational experience. This is evidenced by UWL’s many public accolades, including being on *Kiplinger’s 100 Best Values in Public Colleges* (2018), ranked fourth by *US News & World Report’s 2019 Top Public Regional Universities in the Midwest,* and being recognized as one of 39 schools by *U.S. News and World Report* for excellence in Undergraduate Research and Creative Projects (2015).

***Support for Research and Scholarly Activities***

In addition to philosophical commitment, the university provides financial support for faculty and student research. Each fall semester, UWL holds a competitive faculty research grant application process, with funds totaling approximately $283,000, which is intended to support faculty research at all professional levels and strongly encourages the involvement of students in the proposed research. Support for faculty research is further augmented by the university’s direct support for research conducted by undergraduate and graduate students, amounting to over $294,000 each year in funding for student-based research proposals, conference travel, and related activities. Proposals are submitted by students to conduct research under the mentorship of a faculty member. Students are encouraged to disseminate the results of their research at UWL’s annual Celebration of Student Research and Creativity, which for the past 20 years has provided the opportunity for students to present their work through oral presentations, poster displays, and gallery exhibits. The event highlights student research accomplishments and the important role faculty plays as mentors in the scholarly activity process.The celebration, open to students representing 35 departments, has grown to include over 150 posters, oral presentations, and exhibits across the campus. UWL has also hosted two national undergraduate research forums, including the National Conference on Undergraduate Research (NCUR) in 2009 and 2013 and the Council on Undergraduate Research (CUR) in 2004. The UWL Undergraduate Research & Creativity Office provides a centralized campus resource to support students’ research and creative activities by offering grant writing and poster development workshops, writing hunkers, support for community partnerships, and course-embedded research training for faculty.

*[CSH Statement:]*

The UWL campus community’s commitment to fostering faculty and student research is echoed by the College of Science & Health (CSH). CSH’s support and encouragement of student research is evident through a number of targeted programs offered by the college, including the Dean’s Summer Fellowship Program, the Travel and Supplies Grant Program, and the Undergraduate Research Program. Each initiative funds undergraduate student stipends, travel, and supplies. The Dean’s Summer Fellowship Program provides summer stipends of approximately $4,000 for up to fifteen students each year to conduct research with a faculty mentor; program participants also conduct both seminar and poster presentations during the summer. The Travel and Supplies Program provides $6,000 to $8,000 annually to fund student researchers’ travel to conferences or purchase of consumable supplies.

UWL is also committed to providing students the educational opportunity to work with engaged faculty on real life, hands-on research in and out of the classroom. CSH’s Physics Department is consistently among the top ranked departments in awarding physics degrees among bachelor’s degree granting programs in the country by the American Physical Society, and the Chemistry & Biochemistry Department recently received national accreditation for the biochemistry major from the American Society for Biochemistry and Molecular Biology (ASBMB) in January 2017.

*[Departmental Resources:]*

The Department of [Department Name] employs a full-time academic department associate, who provides day-to-day administrative support for PI’s grant-funded work, such as facilitating the purchase of supplies and paperwork processing. [If applicable, describe any graduate assistants and/or undergraduate assistants employed by the department that may provide additional administrative support.]

In addition to college and department resources, the PI’s grant administration efforts are supported by a full-time grant accountant housed in the university’s Business Services office, who oversees the fiscal administration and reporting for grants in consultation with the PIs. Additionally, the university’s Office of Research & Sponsored Programs staff provides support for the PI’s programmatic reporting, award modifications, correspondence with the sponsor, research compliance, and navigating other award administration issues.

**Facilities**

UWL has invested in a two-part construction of a new science labs building to replace the current Cowley Hall, where many CSH faculty offices and labs are housed. The new $82 million facilities expand available lab space filled with state-of-the art equipment to support research and instruction. The building includes 36 new instructional labs and 23 research labs that total 187,000 square feet of space for biology, chemistry, geography and earth science, physics, microbiology, river studies, and the radiation center. The facility has been named the Prairie Springs Science Center in honor of a generous $2 million gift provided by Prairie Springs: The Paul Fleckenstein Trust, which has also established educational programs to take place in the new science building, which opened in summer 2018. The combined investment demonstrates the commitment to the advancement of research and education by UWL and the surrounding community.

To further support the successful achievement of the project’s Specific Aims, the PI’s laboratory additionally includes access to [describe available equipment, software, lab space, and other physical resources that will support the successful achievement of the project’s objectives]. [Describe any special resources or facilities available to ensure safety when working with biohazards or other potentially dangerous substances required by the project. If appropriate, describe the use of start-up funds, particularly as it relates to support of the proposed research, and/or annual conference travel support the PI receives.]

**Other Resources**

[Describe other expertise or specific resources within the PI’s department, college, or the UWL campus that will support project activities, such as colleagues who may provide their expertise, access to student(s) within particular programs with needed skill sets, extensions of ongoing collaborations that may benefit the project, etc. How will these resources—personnel, facilities, supplies, equipment, financial support, collaborations, access to unique subject populations, etc.—specifically support the project’s proposed Specific Aims? For early-stage investigators in particular, describe any mentoring resources, collegial support, intellectual rapport, financial support, etc. that augments your scholarship.]

**Other Performance Sites & Collaborations**

[If applicable to the proposed project, describe the facilities and other resources at collaborator(s)’ institutions that will support the successful completion of the proposed project. Address any unique advantages to the collaborative arrangements with other institutions.]

In summary, the scientific environment in which the proposed project will take place provides substantive support in terms of financial and physical resources, as well as intellectual rapport to support the work of the PI. Additionally, the university has a strong student research training environment with a robust foundation of financial support as well as an institutional culture that is committed to student success. These combined resources position the PI, proposed research, and related student training for success.