INTRODUCTION

Survey Purpose and Methodology

As part of its planning process, the UW School of Public Health Strategic Planning Committee implemented a web-based survey to solicit input and ideas from a broad audience. The purpose of the survey was to engage internal and external stakeholders in exploring both challenges and opportunities for the School, as well as potential strategies to address these issues.

The survey was developed in an online format to reach as wide an audience as possible and included both multiple-choice and short-answer formats to allow both quick and in-depth responses. The survey was heavily promoted among faculty, staff, students, alumni, and current and potential partners by email, website mention, and verbal mention. In addition to communication by the Dean’s Office, Committee members and survey respondents were encouraged to promote the opportunity among their own contacts.

Because survey respondents are a self-selected population, results should be interpreted carefully. Survey results represent the opinions of those who responded to the survey, not a statistically valid random sample that is representative of all faculty, staff, students, alumni, and partners.

As some respondents skipped some questions, the number of respondents is not the same throughout the survey and is shown for each question. Faculty, staff, students, and alumni answered one series of questions, while external partners answered a different set of questions. Both populations answered questions about the School’s Mission and Purpose. Later versions of this summary will include analysis of the large amount of thoughtful qualitative input provided via comment fields.

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ABOUT THE RESPONDENTS

Overall, the response rate to the survey was high and there was good representation both internal to the School and externally, as shown in Exhibit 1.

- 822 started the survey and 669 completed the last question: an 81% completion rate.
- Of the 822 that began the survey, most respondents (85%) were internal to the School. 120 respondents (15%) identified as external (“community or organizational partners” or “Other interested party not directly affiliated with the School).

Exhibit 1 – Respondents’ Affiliation with the School of Public Health

A significant portion of School faculty, staff, and students responded to the survey:

- Approximately 60% of all School faculty members (152 of about 250 faculty members) responded to the survey.
- Approximately 23% of all School staff members (116 of about 500 of staff members) responded to the survey.
- Approximately 20% of enrolled students (202 of about 1,000 students) responded to the survey.
There was good representation from the School’s five departments as shown in Exhibit 2.

**Exhibit 2 – Respondents by Department Affiliation**

- Health Services Department: 35% (223)
- Epidemiology Department: 28% (178)
- EOHS Department: 18% (117)
- Global Health Department: 16% (101)
- Biostatistics Department: 11% (68)
- Other (No Dept. Affiliation): 7% (47)

Total Respondents: 702

Note: Categories are not mutually exclusive - respondents could indicate multiple affiliations.

Centers and programs were also well-represented. Respondents noted affiliations with the following centers, programs, schools, and offices:

- Bioethics
- Center for Public Health Nutrition
- Center for AIDS Research
- Center for Public Health Practice
- Center of Ecogenetics & Environmental Health
- Collaborative Health Studies Coordinating Center
- College of Built Environments
- Community-Oriented Public Health Practice
- Dean’s Office
- Department of Psychiatry
- Disability Studies
- Emeritus
- Exposure Sciences
- Extended/Executive Degree Program
- Health Administration
- Health Education and Promotion
- Health Informatics
- Health Promotion Research Center
- Home Economics
- International Health Program
- Institute for Health Metrics and Evaluation
- Institute for Public Health Genetics
- International Training and Education Center for Health
- Leadership Policy and Management
- Maternal and Child Health
- MEDEX/Master of Clinical Health
- Nursing
- Nutritional Sciences
- Pathobiology
- Public Health Genetics
- Public Health Practice
- School of Medicine
- School of Social and Behavioral Sciences
- Statistical Genetics
- Toxicology
MISSION AND PURPOSE OF THE UW SCHOOL OF PUBLIC HEALTH

While the majority of respondents think the current Mission Statement “well” or “very well” reflects what the School’s focus should be, there were more than 400 written comments suggesting changes or additions to the School’s focus and edits to the Mission Statement.

Mission and School Focus (Q3, Q19)

These questions were answered by all survey respondents, including faculty, staff, students, alumni, and community partners.

The School’s current Mission Statement is “To promote population health, prevent illness, disability, and injury, and ensure efficient, effective, and equitable health care systems through education, research, and service.”

As shown in Exhibit 3, out of 720 respondents to the question (including both internal and external participants), more than three-quarters think the Mission Statement reflects what SPH’s focus should be.

- 78% (558) think the Mission reflects “well” or “very well” what the School’s focus should be.
- This belief did not differ by respondents’ relationship with the School (i.e. whether they are staff, faculty, student, alumni, or other) or by department affiliation.

Exhibit 3 – “How well does the Mission reflect what you believe the School’s focus should be?” (Q3, Q19)

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Staff</th>
<th>Student</th>
<th>Alumni</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poorly or Poorly</td>
<td>139 (19%)</td>
<td>102 (14%)</td>
<td>185 (26%)</td>
<td>214 (30%)</td>
<td>80 (11%)</td>
</tr>
<tr>
<td>Neutral</td>
<td>5% (35)</td>
<td>18% (127)</td>
<td>18% (127)</td>
<td>18% (127)</td>
<td>18% (127)</td>
</tr>
<tr>
<td>Well or Very Well</td>
<td>78% (558)</td>
<td>78% (558)</td>
<td>78% (558)</td>
<td>78% (558)</td>
<td>78% (558)</td>
</tr>
</tbody>
</table>
Additional Mission Concepts (Q4, Q20)

As shown in Exhibit 4, respondents were divided on which of the 11 concepts provided as potential augmentations to the current Mission were most important to add.

- None of the suggested concepts were selected by a majority of respondents.
- The three most-selected concepts were:
  - “Establishing Evidence Base,” selected by 39% (235) of respondents.
  - “Leadership,” selected by 33% (209).
  - “Social and Environmental Justice,” selected by 31% (197).

Relationship with the School made a difference in respondents’ selection:

- Faculty, alumni and external partners were more likely to select “Establishing Evidence Base” as one of their top choices to add to the Mission.
- Students were more likely to select “Social and Environmental Justice.”
- Staff members were more likely to select “Community” as one of their top choices.

Exhibit 4 – Concepts Selected by Percentage of Respondents

Respondents tended to select additional concepts to add to the Mission Statement according to their department affiliation.
Department affiliation also made a difference in respondents’ responses:

- 52% (30) of respondents affiliated with the Department of Biostatistics and 47% (75) of respondents affiliated with the Department of Epidemiology selected “Establishing Evidence Base” as one of their top choices to add to the Mission.

- 58% (61) of respondents affiliated with the Department of Environmental Health Services selected “Environment” as one of their top choices.

- 59% (55) of respondents affiliated with the Department of Global Health selected “Global Health” as one of their top choices.

- Respondents affiliated with the Department of Health Services were evenly split across four concepts:
  - 36% (75) selected “Social and Environmental Justice.”
  - 35% (73) selected “Leadership.”
  - 34% (71) selected “Policy.”
  - 33% (69) selected “Establishing Evidence Base.”

**Number of Q4 Respondents Affiliated with Each Department**:  
- Biostatistics: 58  
- Environmental & Occupational Health: 105  
- Epidemiology: 159  
- Global Health: 94  
- Health Services: 207  

*There is not a % of total because respondents could affiliate with more than one department.*

**Write-in Comments (Q3-Q5, Q19-Q21)**

The survey received more than 400 write-in comments related to the Mission Statement. To be summarized.
INTERNAL STAKEHOLDER QUESTIONS

The following questions were asked of internal stakeholders (faculty, staff, students, and alumni) only. The results of questions posed to external partners begin on page 20.

Identification of Top Issues Facing the School

The majority of respondents are most concerned with funding challenges. Strengthening interdisciplinary connections and enhancing educational focus are also priorities for many respondents.

Exhibit 5 shows responses to the following query: “Initial strategic planning conversations have identified the following issues facing the School. Please select the 3 topics you believe are most important for the School to focus on now.”

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressing funding challenges</td>
<td>57%</td>
<td>355</td>
</tr>
<tr>
<td>Strengthening interdisciplinary connections between the School and</td>
<td>47%</td>
<td>296</td>
</tr>
<tr>
<td>other UW schools and departments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance educational focus and improve curriculum</td>
<td>37%</td>
<td>229</td>
</tr>
<tr>
<td>Strengthening the SPH sense of community through better communication and coordination efforts</td>
<td>28%</td>
<td>175</td>
</tr>
<tr>
<td>Growing school visibility</td>
<td>27%</td>
<td>167</td>
</tr>
<tr>
<td>Responding better to an increasingly multicultural and multiracial world</td>
<td>24%</td>
<td>151</td>
</tr>
<tr>
<td>Developing new research areas</td>
<td>23%</td>
<td>142</td>
</tr>
<tr>
<td>Initiating specific actions designed to increase faculty, staff, and student diversity recruitment and retention</td>
<td>22%</td>
<td>137</td>
</tr>
<tr>
<td>Advancing the service mission</td>
<td>19%</td>
<td>117</td>
</tr>
</tbody>
</table>

Total Respondents: 624
Faculty: 139 (22% of total)
Staff: 98 (16% of total)
Student: 180 (29% of total)
Alumni: 207 (33% of total)
There are three issues facing the School that were selected as priorities by at least a third of respondents:

- 57% (355) selected “Addressing funding challenges.”
- 47% (296) selected “Strengthening interdisciplinary connections between the School and other UW schools and departments.”
- 37% (229) selected “Enhance educational focus and improve curriculum.”

Answers differed based on the respondents' relationship to the School:

- 47% (46) of staff members selected “Growing School visibility” as one of the most important issues for the School.
- 33% (60) of students selected “Strengthening the SPH sense of community through better communication and coordination efforts” as one of the most important issues for the School.

Answers also differed according to department affiliation:

- 41% (23) of respondents affiliated with the Department of Biostatistics selected “Developing new research areas” as one of the most important issues for the School.
- “Responding better to an increasingly multicultural and multiracial world” was selected as one of the most important issues for the School to focus on by 34% (32) of respondents affiliated with the Department of Global Health and 33% (67) of respondents affiliated with the Department of Health Services.

Write-in Comments (Q6)

The survey received more than 80 write-in comments about the top issues the School should address. To be summarized.
Advancing the School’s Service Mission

Most respondents think the School should advance the School’s service mission by strengthening partnerships. Educating the public and promoting evidence-based policies also seen as important.

As shown in Exhibit 6, other than agreeing on strengthening partnerships, respondents were divided on which strategies are among the three most important strategies for the School to focus on to advance its service mission.

Exhibit 6 – Advancing the School’s Service Mission (Q7)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen partnerships between the School and communities/institutions</td>
<td>60%</td>
<td>366</td>
</tr>
<tr>
<td>Increase efforts to educate the public about public health issues</td>
<td>39%</td>
<td>240</td>
</tr>
<tr>
<td>Establish a dedicated unit to promote evidence-based policies to improve health and health services</td>
<td>36%</td>
<td>221</td>
</tr>
<tr>
<td>Incorporate local and state public health officials into existing courses</td>
<td>34%</td>
<td>206</td>
</tr>
<tr>
<td>Increase faculty incentives to work with community organizations</td>
<td>26%</td>
<td>162</td>
</tr>
<tr>
<td>Increase student incentives to work with community organizations</td>
<td>23%</td>
<td>138</td>
</tr>
<tr>
<td>Provide a course on public health research dissemination</td>
<td>21%</td>
<td>126</td>
</tr>
<tr>
<td>Provide a course on community-based research</td>
<td>17%</td>
<td>106</td>
</tr>
<tr>
<td>Coordinate outreach efforts in a SPH community liaison office</td>
<td>17%</td>
<td>102</td>
</tr>
<tr>
<td>Increase staff incentives to work with community organizations</td>
<td>8%</td>
<td>48</td>
</tr>
</tbody>
</table>

Total Respondents: 612  
Faculty: 132 (22% of total)  
Staff: 95 (16% of total)  
Student: 176 (29% of total)  
Alumni: 209 (34% of total)

- Of the ten options, only one issue was agreed on by the majority of respondents:
  - 60% (366) selected “Strengthen partnerships between the School and communities/institutions.”
- Two other issues were selected by more than one third of respondents:
  - 39% (240) selected “Increase efforts to educate the public about public health issues.”
  - 36% (221) selected “Establish a dedicated unit to promote evidence-based policies to improve health and health services.”

Answers differed to some degree based on the respondents’ relationship to the School:

- 39% (52) of faculty members selected “Increase faculty incentives to work with community organizations.”
Growth Areas for Research

The majority of respondents think that the School should prioritize growth of research in health disparities and their associated social determinants. There was little agreement about additional areas of focus.

As shown in Exhibit 7, beyond focusing on health disparities, there was little agreement among respondents about which three areas are most important for the School in relation to research.

- Of the 12 options, only one area was selected as most important by the majority of respondents.
  - 50% (307) selected “The associations between health disparities and social, economic, and political factors.”

- No other issues were selected by more than one third of respondents.
Answers differed based on the respondents’ relationship to the School:

- 37% (36) of staff selected “Environmental factors harmful to human health” as one of the areas most important for the School to focus on in relation to research.
- 36% (75) of alumni selected “Health Economics.”

Answers also differed according to department affiliation:

- More than one third of respondents affiliated with the Department of Biostatistics selected “Aging” and “Health Economics” as one of the areas most important for the School to focus on in relation to research.
- In addition to selecting “Health Disparities,” more than one third of respondents affiliated with the Department of Environmental and Occupational Health Sciences selected “Climate/Environmental Change” and more than one half selected “Environmental factors harmful to human health.”
- In addition to selecting “Health Disparities,” more than one third of respondents affiliated with the Department of Global Health selected “Climate/Environmental Change,” “Health Economics,” and “Public health informatics” as one of the areas most important for the School to focus on in relation to research.
- In addition to selecting “Health Disparities,” more than one third of respondents affiliated with the Department of Health Services selected “Health Economics” as one of their choices.
Improving Education

The majority of respondents believe that the School can best improve education by connecting science to real world problems and solutions. There was little agreement about other strategies.

As shown in Exhibit 8, beyond connecting science to real world problems and solutions, there was little agreement among respondents about which three strategies are more important for the School to focus on to improve education.

Exhibit 8 – Strategies for Improving Education (Q9)

- Emphasize the importance of connecting science to real world problems and solutions: 51% (318)
- Encourage interdisciplinary activities and opportunities: 36% (228)
- Include public health practitioners and community members on curriculum committees: 30% (189)
- Expand career planning activities and support for students: 27% (170)
- Increase amount of salary support to individual faculty for current teaching and advising activities: 23% (146)
- Increase state funding to SPH for teaching activities: 22% (135)
- Increase faculty accessibility for mentorship and advice: 21% (133)
- Improve quality of classroom instruction: 21% (129)
- Decrease use of PowerPoint presentations and increase use of classroom discussions: 16% (103)
- Diversify faculty subject matter expertise: 16% (102)
- Expand undergraduate opportunities: 11% (66)
- Upgrade classroom technology and amenities: 9% (58)

Of the 12 options, one strategy was selected as most important by the majority of respondents:

- 51% (318) selected “Emphasize the importance of connecting science to real world problems and solutions.”
• One other strategy was selected as most important by more than one third of respondents:
  o 36% (228) selected “Encourage interdisciplinary activities and opportunities.”

While the majority of all students, staff, faculty, and alumni selected connecting science to real world problems” as one of the most important strategies to improve education, other selections differed based on the respondents’ relationship to the School:

• “Encourage interdisciplinary activities and opportunities” was selected by more than one third of students, staff, and alumni.

• “Include public health practitioners and community members on curriculum committees” was selected by more than one third of staff and alumni.

• 42% (76) of students selected “Expand career planning activities and support for students” as one of the three strategies most important for improving education.

• 49% (66) of faculty selected “Increase amount of salary support to individual faculty for current teaching and advising activities” and 46% (62) selected “Increase state funding to SPH for teaching activities.”

Write-in Comments (Q7-Q9)

The survey received more than 130 write-in comments about the service, research, and education missions of the School. To be summarized.
Addressing Funding Challenges

To address funding challenges, the School should focus on increasing funding support from foundations and the federal government according to the majority of respondents. Many also think private donor support and additional programs are important strategies.

Exhibit 9 shows respondent input about how to best address funding challenges. Respondents were allowed to select up to three options.

Exhibit 9 – Addressing Funding Challenges (Q10)

- Solicit more foundation support: 52% (314)
- Explore more creative, innovative, and coordinated approaches to securing more federal government support: 52% (313)
- Solicit more private donor support: 48% (286)
- Develop additional revenue-generating programs: 40% (241)
- Develop meaningful connections with alumni to encourage their support: 27% (161)
- Solicit for-profit business support: 23% (139)
- Solicit more state support: 22% (135)
- Decrease the size and/or number of academic programs and course offerings: 12% (71)
- Raise tuition and fees: 11% (66)

- Of the nine options, two strategies were selected as most important by the majority of respondents:
  - 52% (314) selected “Explore more creative, innovative, and coordinated approaches to securing more federal government support.”
  - 52% (313) selected “Solicit more foundation support.”

- Two other strategies were selected as most important by more than one third of respondents:
  - 48% (286) selected “Solicit more private donor support.”
  - 40% (241) selected “Develop additional revenue-generating programs.”

Total Respondents: 602
- Faculty: 137 (23% of total)
- Staff: 95 (16% of total)
- Student: 172 (29% of total)
- Alumni: 198 (33% of total)
At least one third of students, staff, faculty, and alumni selected the same four top strategies as the whole respondent pool.

- Additionally, 33% (57) of students selected “Develop meaningful connections with alumni to encourage their support.”

**Write-in Comments (Q10)**

The survey received more than 60 write-in comments about the funding strategies the School should prioritize. To be summarized.
Growing School Visibility

The majority of respondents think the School should grow its visibility by engaging external audiences, measuring and publicizing its impact, and expanding interactions with University leadership.

As shown in Exhibit 10, there was strong agreement among respondents about which three strategies are most important for the School to focus on to grow School Visibility.

Exhibit 10 – Growing School Visibility (Q11)

- Engage external audiences more frequently about what we do: 76% (453)
- Measure and publicize our impact: 69% (412)
- Expand interactions with University leadership to emphasize relevance and importance of public health: 66% (396)
- Develop School-wide key communication strategies: 40% (240)
- Strengthen the School’s identity and logo: 21% (127)

Total Respondents: 600
Faculty: 135 (23% of total)
Staff: 95 (16% of total)
Student: 172 (29% of total)
Alumni: 198 (33% of total)

- Three of the five potential strategies were selected as most important by the majority of respondents:
  - 76% (453) selected “Engage external audiences more frequently about what we do.”
  - 69% (412) selected “Measure and publicize our impact.”
  - 66% (396) selected “Expand interactions with University leadership to emphasize relevance and importance of public health.”
- The only strategy not to be selected as most important by at least 40% of respondents was “Strengthen the School’s identity and logo,” which was selected by 21% or 127 respondents.
- The relative importance of visibility strategies did not differ by respondents’ relationship with the School.

Write-in Comments (Q11)

The survey received more than 70 write-in comments about the visibility strategies the School should prioritize. To be summarized.
Increasing School Diversity

There was little agreement about how to best increase diversity at the School. Many respondents focused on research, teaching, and communication about the social determinants of health disparities.

Exhibit 11 below shows respondent input about how to best to increase diversity. Respondents were allowed to select up to three options.

Exhibit 11 – Increasing School Diversity (Q12)

- Create a research and teaching focus on the social, economic, and political determinants of health: 48% (278)
- Develop a culture and climate that welcomes a diverse population: 39% (227)
- More effectively make the connection between public health and disadvantaged communities who are more at risk for environmental injustice: 38% (225)
- Establish a dedicated scholarship fund to recruit a more diverse student body: 33% (192)
- Provide funds to support recruiting from underrepresented minorities: 28% (162)
- Provide funds to support more aggressive recruitment of diverse faculty members: 28% (161)
- Encourage faculty to approach admissions in a holistic way rather than using heavy reliance on test scores: 27% (160)
- Incorporate diversity into the curriculum: 19% (113)
- Establish a SPH Office for Multicultural Affairs in the Dean’s Office: 11% (66)

Total Respondents: 585
- Faculty: 129 (22% of total)
- Staff: 91 (16% of total)
- Student: 169 (29% of total)
- Alumni: 196 (34% of total)

Of the nine options available, no strategy was selected as important by the majority of respondents.
Four strategies were selected as important by at least one third of respondents:

- 48% (278) selected “Create a research and teaching focus on the social, economic, and political determinants of health.”
- 39% (227) selected “Develop a culture and climate that welcomes a diverse population.”
- 38% (225) selected “More effectively make the connection between public health and disadvantaged communities who are more at risk for environmental injustice.”
- 33% (192) selected “Establish a dedicated scholarship fund to recruit a more diverse student body.”

Answers differed based on the respondents’ relationship to the School:

- 33% (55) of students and 33% (30) of staff selected “Encourage faculty to approach admissions in a holistic way rather than using heavy reliance on test scores” as one of the three areas most important strategies for the School to increase diversity.
- 39% (50) of faculty selected “Provide funds to support more aggressive recruitment of diverse faculty members” and “Provide funds to support recruiting from underrepresented minorities.”

Write-in Comments (Q12)

The survey received more than 70 write-in comments about the strategies the School should prioritize to increase School diversity. To be summarized.
Strengthening Sense of Community

There was strong agreement that the School should increase its sense of community by improving internal communication. A majority of respondents supported establishing a central SPH building and increasing the frequency of School-wide events and information sharing.

As shown in Exhibit 12, there was strong agreement among respondents about which three strategies are most important to strengthen the School’s sense of community.

Exhibit 12 – Strengthening the School’s Sense of Community (Q13)

- Of the five options, three strategies were selected as most important by a majority of respondents:
  - 78% (457) selected “Improve communication across programs, departments, and centers.”
  - 57% (331) selected “Establish a central SPH building.”
  - 53% (307) selected “Increase the frequency of School-wide events and information sharing.”
- The only strategy not selected as most important by at least 40% of respondents was “Identify and place a greater emphasis on School-wide values,” which was selected by 28% (166) of the respondents to the question.
- The strategies chosen to strengthen community did not differ by respondents’ relationship with the School.

Write-in Comments (Q13)

The survey received more than 50 write-in comments about the strategies the School should focus on to strengthen its sense of community. To be summarized.
EXTERNAL STAKEHOLDER QUESTIONS

The following questions were asked of external partners and stakeholders.

21st Century Health Challenges

Write-in Comments (Q14)

Question 14 was an open-ended question that asked external stakeholders “What are the most important 21st Century public health challenges that should be areas of focus for the UW School of Public Health?”

73% (88) of the 120 external respondents provided a response to the question. To be summarized.
21st Century Health Skills

The majority of external partners and stakeholders report that the most important skills for students to acquire while at the School are subject matter expertise in a chosen discipline and advanced communication and collaboration skills. Understanding the social and environmental determinants of health, practical experience, and advanced leadership and management skills are also considered important.

Exhibit 13 shows responses to the following query: “What are the most important 21st Century public health skills that the School should prepare all students with? Please select the 3 most important skills.”

Exhibit 13 – 21st Century Health Skills (Q15)

- 58% (52) selected “Core public health subject matter expertise in their chosen discipline (i.e. Biostatistics, Epidemiology, Environmental/Occupational Health, Global Health, Health Services, or other specific disciplines).”
- 51% (46) selected “Advanced communication and collaboration skills.”
- 47% (42) selected “A robust understanding of the social and environmental determinants of health.”
- 38% (34) selected “Practical experience in the field.”
- 33% (30) selected “Advanced leadership and management skills.”
- 26% (23) selected “Public health policy development.”
- 19% (17) selected “Advanced quantitative skills.”
- 12% (11) selected “Practical experience with public health research.”

Of the eight options, two skill sets were selected as most important by a majority of respondents:

- 58% (52) selected “Core public health subject matter expertise in their chosen discipline (i.e. Biostatistics, Epidemiology, Environmental/Occupational Health, Global Health, Health Services, or other specific disciplines).”
- 51% (46) selected “Advanced communication and collaboration skills.”

Three additional skill sets were selected as most important by more than one third of respondents:

- 47% (42) selected “A robust understanding of the social and environmental determinants of health.”
- 38% (34) selected “Practical experience in the field.”
- 33% (30) selected “Advanced leadership and management skills.”

Write-in Comments (Q15)

Nine respondents selected “Other” and included a skill other than one listed above in a written comment. To be summarized.
Preparedness of Graduating Students

The majority of respondents think that graduating students are well prepared in the areas that matter (see Question 15 above), including subject matter expertise, understanding of the social determinants of health, and communication and collaboration skills. Additionally, the majority of respondents think students are well prepared with quantitative skills.

As shown in Exhibit 14, there was strong agreement among respondents about how graduating students are prepared.

Exhibit 14 – Preparedness of Graduating Students (Q16)

- The majority of respondents thought students were “well prepared” or “very well prepared” in five of the eight areas:
  - 81% (21) of respondents selected “Subject matter expertise in chosen discipline (i.e. biostats, epi, etc.).”
  - 76% (19) selected “Understanding of social & environmental determinants of health.”
  - 68% (17) selected “Communication & collaboration skills.”
  - 62% (16) selected “Quantitative skills (biostatistics, health economics, etc.).”
  - 54% (14) selected “Practical experience in the field.”

- Some respondents did not express their opinion for each attribute listed, so the denominators for the percentage determinations above vary attribute by attribute.

Write-in Comments (Q16)

The survey received four write-in comments about the level of graduate student preparedness. To be summarized.
Valued UW SPH Faculty and Staff Member Skills

Many respondents value faculty and staff subject matter expertise in their chosen discipline. There was little agreement about other characteristics valued in School faculty and staff.

Exhibit 15 shows responses to the following query: “What are the characteristics you value most in UW SPH faculty and staff members? Please select the 2 most important skills.”

**Exhibit 15 – Valued Characteristics of UW SPH Faculty and Staff (Q17)**

- Core public health subject matter expertise in their chosen discipline: 39% (30)
- Excellence in working or researching in the community: 26% (20)
- Advanced communication and collaboration skills: 25% (19)
- Excellence in public health research: 22% (17)
- A robust understanding of the social and environmental determinants of health: 19% (15)
- Excellence in the classroom: 14% (11)
- Advanced leadership and management skills: 14% (11)
- Excellence in public health policy development: 12% (9)
- Advanced quantitative skills: 12% (9)
- Other: 10% (8)

Total Respondents: 77

- Of the nine options, no option was selected by a majority of respondents.
- One option was selected by more than one third of respondents:
  - 39% (30) selected “Core public health subject matter expertise in their chosen discipline (i.e. Biostatistics, Epidemiology, Environmental/Occupational Health, Global Health, Health Services, or other specific disciplines).”

**Write-in Comments (Q17)**

Eight respondents selected “Other” and included a skill other than one listed above in a written comment. To be summarized.
Becoming a Better Partner

The majority of respondents indicated that the School should be a better partner by strengthening links between what the School is doing and partners’ work and by creating opportunities for training exchanges. Many respondents also prioritized sharing research findings.

As shown in Exhibit 14, there was strong agreement among respondents about the top two ways UW SPH could be a better partner.

Exhibit 16 – Becoming a Better Partner (Q18)

- Strengthen linkages between practicum or curriculum and your work (58% (46))
- Create opportunities for training exchanges (50% (40))
- Share research findings and other information (38% (30))
- Better communicate what is happening at the School (19% (15))
- Better listen to the needs of your organization (11% (9))
- Other (13% (10))

Total Respondents: 80

- Of five options, two were selected by a majority of respondents:
  - 58% (46) selected “Strengthen linkages between practicum or curriculum and your work.”
  - 50% (40) selected “Create opportunities for training exchanges.”
- One additional option was selected by at least one third of respondents:
  - 38% (30) selected “Share research findings and other information.”

Write-in Comments (Q18)

Ten respondents selected “Other” and included a method other than one listed above in a written comment. To be summarized.

Responses to Questions 19-21 are included in the Mission and Purpose Section beginning on page 4.
Primary Roles for the School

Write-in Comments (Q22)

Question 22 was an open-ended question that asked external stakeholders “What primary role(s) would you like the UW School of Public Health to fulfill?”

28% (33) of the 120 external respondents provided a response to the question. To be summarized.

OTHER COMMENTS ABOUT THE FUTURE DIRECTION FOR THE SCHOOL

Write-in Comments (Q23)

The last question asked respondents to share any additional comments they liked. 22% (180) of the 822 respondents that began the survey responded to the question. To be summarized.