Strategic Priorities for Research in the UW School of Public Health

Summary of Responses and Results from Survey on Strategic Priorities for Research

August 2021

Acknowledgments

This work to identify strategic priorities for supporting research in the UW SPH is the product of significant time and energy invested by many people.

The priorities/activities that survey respondents were asked to rank were developed by the SPH Research Council. Three junior faculty members joined as ad hoc members for this process and devoted substantial time to the effort.

Survey programming and data analysis were performed by Genevieve (Gray) Taylor, and report preparation was facilitated by Kimberly Hay. Amra Habibuddin provided administrative assistance.

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Executive Summary

Rationale. As outlined in the School of Public Health (SPH) Strategic Plan (2020-2025), the Research Council was charged with developing a Priority Research Plan to guide activities to strengthen and support research in the SPH. To inform this plan, the Research Council designed and disseminated a survey to seek input from SPH faculty, staff, and graduate students.

Methods: Survey respondents were asked to rate 19 priorities/activities in terms of importance (Appendix A). These priorities/activities were derived from discussions with department chairs and the Faculty Council, and at faculty and staff meetings in each department. The survey, which was active from April 29-May 13, 2021, asked respondents to rank each priority/activity as "High Priority," "Medium Priority," "Low Priority," "Not a Priority," or "Already in Place." There was a space for additional text comments after each priority/activity, as well as a separate field for general comments at the end. The survey also included two questions regarding likelihood of participating in these activities as a mentee, and as a mentor.

A numeric value from 0-3 was assigned to the Likert scale options ("High Priority"=3; "Medium Priority"=2; "Low Priority"=1; "Not a Priority"=0). Mean scores for each priority/activity were calculated, with the highest score representing the highest rank. The initial ordering of priorities/activities was established on the basis of mean scores calculated to three decimal points. The final 'relative rank' was determined by mean scores rounded to one decimal point. The "Already in Place" option was included as a possible explanation for activities that ranked low in priority, but was not included in the calculation of the means. Top priorities were defined as a mean score ≥2.0 (medium or high priority) in the "SPH Overall" results.

Overall rankings calculated across all SPH members ("SPH Overall") constituted the primary analysis. Responses were also stratified by respondent position (faculty, staff, student), faculty rank among faculty members, degree program among students, and respondent department. Likelihood of participating in these activities as a mentee or a mentor were summarized in aggregate and by department. Department-specific rankings were also calculated. A summary of representative comments was paired with the survey rankings and the full text of all comments is included as an appendix.

Results: Overall, a total of 433 persons (22.6%) responded and 293 completed all questions. Mean scores for each of the 19 priorities/activities across all SPH respondents (SPH Overall) were relatively consistent with results stratified by position (faculty, staff, graduate students). In most cases, the same items were ranked in the top four tiers of priority, although the order of priority often differed. Due to numerous ties in mean values, many more than four priorities/activities are listed in the top four tiers. Comments indicated that some activities may be more appropriately implemented at the department-level, while others may be more appropriate at the school-level.

When all SPH respondents were considered together, the ranking of priorities/activities yielded a single item as the first priority, a two-way tie for second priority, an eight-way tie for third priority, and a two-way tie for fourth priority. The highest priority overall was the development of a toolkit to integrate anti-racist principles into research. Second in priority with roughly equal mean scores were: (a) the development of a service to coordinate research study staff FTE when grants end, and (b) seed money to support new research initiatives. Notably, although these activities/priorities ranked in the second tier overall, faculty ranked other priorities/activities more highly.

In third tier, eight items were ranked approximately the same. These were: (a) support of student and post-doc development of F- and K-awards; (b) support for diversity supplements; (c) support for new training grants; (d) development of a web-based repository of materials/resources for grant writing and research management; (e) assistance in fostering new collaborations; (f) biostatistical support for grant writing and analyses; (g) identifying and supporting topical areas of research that the school should focus on; and (h) increased support for existing training grants. Although identification of topical areas of research to invest in was included in this third tier, there were an equal number of positive and cautionary comments. Support for training grants was included in the third tier largely due to a divergence in ranking by faculty, staff, and graduate students (highly ranked by faculty and staff, low ranking by students).

Two activities were ranked fourth in importance overall: (a) cross-departmental professional development for staff, and (b) a school-wide research/practice project. While neither of these were high priority for faculty, professional development for staff was ranked very highly by staff respondents. Notably, throughout the comments, staff voiced a clear need for support.

Six items ranked fairly low in importance and, with few exceptions, this low ranking was consistent across groups. The activities/priorities of least importance were: (a) long duration writing workshops for specific types of grant applications; (b) seminars, workshops, and panel discussions; (c) more explicit recognition of research excellence in the school; (d) physical infrastructure for research; (e) repository of data and specimens for secondary analyses; and (f) a how-to guide for establishing a research niche.

When stratified by faculty rank, priorities were relatively similar for assistant and associate professors and differed somewhat from responses by full professors. Student priorities in general were similar across degree program, with a few notable exceptions. Priorities varied somewhat between departments.

Willingness to participate in research support activities was high with 68% of survey respondents indicating they were "Extremely Likely" or "Somewhat Likely" to participate in peer mentoring, peer reviewing, and other professional development activities as a mentee. Eighty-five percent indicated they were either extremely or somewhat likely to participate in activities as a mentor.

Survey Respondents

The survey link was circulated to core faculty (n=259), staff (n=675), and graduate students (n=984). Overall, a total of 433 persons (22.6%) responded and 293 completed all questions and provided rankings of the priorities (**Table 1**).

TABLE 1: SURVEY RESPONDENTS

	No.	%
Number partially or fully completed	433	-
Number fully completed	293	67.7%
Department		
Biostatistics	33	7.6%
DEOHS	72	16.6%
Epidemiology	86	19.9%
Global Health	99	22.9%
HSPop	86	19.9%
Nutritional Sciences	8	1.8%
Public Health Genetics	6	1.4%
MHA	5	1.2%
Prefer Not to Answer	13	3.0%
Unknown	25	5.8%
Position		
Faculty	**130**	**30.0%**
Post-doctoral Fellow	7	4.5%
Acting Assistant Professor	6	3.9%
Assistant Professor	23	14.8%
Assistant Teaching Professor	1	0.6%
Associate Professor	22	14.2%
Research Associate Professor	2	1.3%
Associate Teaching Professor	5	3.2%
Professor	49	31.6%
Research Professor	9	5.8%
Teaching Professor	1	0.6%
Other	3	1.9%
Prefer Not to Answer	1	0.6%
Staff	**127**	**29.3%**
100%	59	46.8%
50%-75%	15	11.9%
25%-50%	10	7.9%
<25%	20	15.9%
None	19	15.1%
Prefer Not to Answer	3	2.4%

	No.	%
Student	**147**	**33.9%**
MS	15	10.2%
MPH	62	42.0%
PhD	61	41.5%
Other	8	5.4%
Prefer Not to Answer	1	0.7%
Other	**3**	**0.7%**
Prefer Not to Answer	**1**	**0.2%**
Unknown	**25**	**5.8%**

Response Rates

Response rates were highest among faculty (50.2%), followed by staff (19%) and graduate students (15%) (**Table 2**). Graduate students comprised 34% of survey respondents, and faculty and staff comprised approximately 30% each. Of faculty respondents, the majority were professors (32%). In total, 50% of SPH faculty responded, as did 15% of graduate students and 19% of staff. Response rate by department ranged from 16-26%, as seen in **Figure 1** (denominators derived from data provided by David Grayston).

TABLE 2: RESPONSE RATE BY POSITION

Position	No.	%
Faculty	130/259	50.2%
Staff	127/675	18.8%
Graduate Student	147/984	14.9%

Figure 1: Response Rate by Department
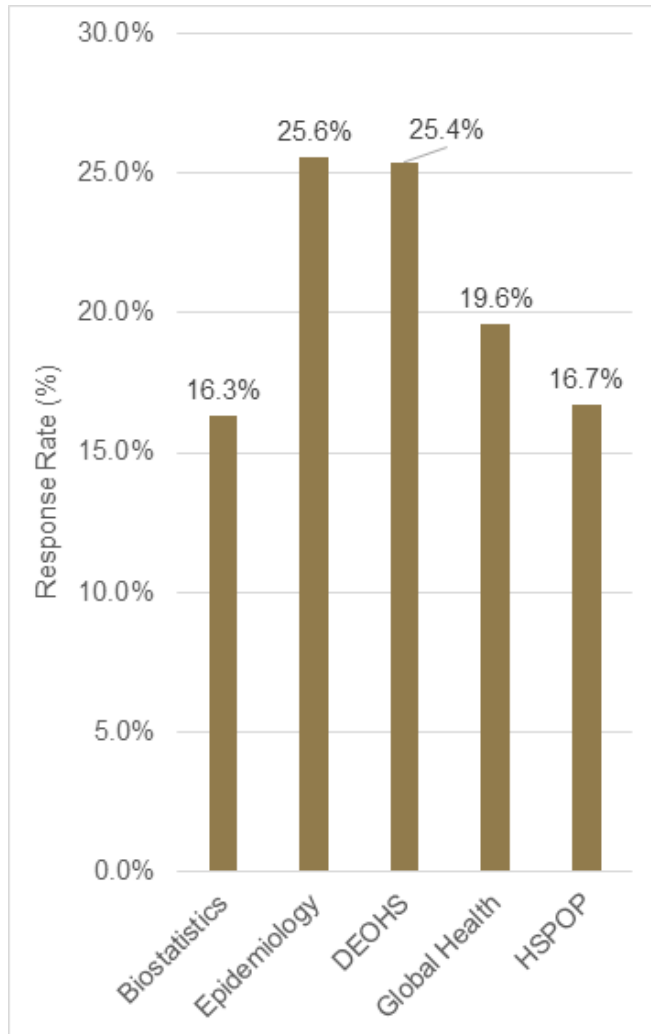
Results

Overview and Summary

Mean scores for each of the 19 priorities/activities across all SPH respondents (SPH Overall, **Table 3**) were relatively consistent with results stratified by position (faculty, staff, graduate students; **Table 4**). In most cases, the same items were ranked in the top four priorities, which were defined as a mean score ≥2.0 (medium or high priority) in the "SPH Overall" results. Similarly, nearly all sub-groups ranked the same six priorities/activities as low priority. Although the items themselves were consistent, the order of priority within the top four often differed. Due to numerous ties in some cases (as many as eight items had the same mean priority score), many more than four priorities/activities are listed in the top four.

When stratified by faculty rank, priorities were relatively similar for assistant and associate professors and differed somewhat from responses by full professors (**Table 5**). Student priorities in general were similar across degree program, with a few notable exceptions (**Table 6**). Priorities varied somewhat between departments (**Table 7**).

In addition to ranking each priority/activity, respondents provided a total of 719 written comments, ranging from 24-47 comments per activity/priority **(Appendix C)**. There were also 37 comments about other priorities that were not explicitly included in the survey questions, and 35 general comments. A consistent theme was the suggestion that some activities may be well-suited for implementation at the school-level while others may be more appropriate for implementation at the department level. Comments were grouped by position and departmental affiliation was noted in the full text version. These groupings revealed that some of the differences in rankings across groups or departments reflected differential access for some mechanisms of research support.

Willingness to participate in research support activities was high. Across the SPH, when asked "How likely are you to participate in peer mentoring, peer reviewing, and other professional development activities as a mentee?" (**Table 8**), 68% of survey respondents chose "Extremely Likely" or "Somewhat Likely." When asked "How likely are you to participate in peer mentoring, peer reviewing, and other professional development activities as a mentor?," 85% of survey respondents chose "Extremely Likely" or "Somewhat Likely." Results disaggregated by position and department are presented in **Tables 9** and **10**.

School of Public Health Overall Results

When all SPH respondents were considered together, the ranking of priorities/activities yielded a single item as the first priority, a two-way tie for second priority, an eight-way tie for third priority, and a two-way tie for fourth priority (**Table 3**).

The highest priority overall was the development of a toolkit to integrate anti-racist principles into research with a mean score of 2.6. Comments reinforced that some of this is in place, but more can be done, and included the need to incorporate anti-sexism, anti-classicism, and anti-colonialism. Respondents also noted that the development of this should be led by a person/persons who identify as Black, Indigenous, or Other Persons of Color (BIPOC).

Second in priority with roughly equal mean scores were: (a) the development of a service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH), and (b) seed money to support new research initiatives. Notably, despite the fact that these activities/priorities ranked second in priority overall, faculty ranked other priorities/activities more highly (**Table 4** below describes rankings by position).

In third place, eight items were ranked approximately the same. These were: (a) support of student and post-doc development of F- and K-awards; (b) support for diversity supplements; (c) support for new training grants; (d) development of a web-based repository of materials/resources for grant writing and research management; (e) assistance in fostering new collaborations; (f) biostatistical support for grant writing and analyses; (g) identifying and supporting topical areas of research that the school should focus on; and (h) increased support for existing training grants. Notably, assistance in fostering new collaborations was not highly ranked by faculty, despite the third place rank when all respondents were considered together. Additionally, although identification of topical areas of research to invest in was included in this third tier, there were an equal number of positive and cautionary comments. In particular, some noted that this type of strategy 'makes the rich get richer'; and can result in a narrow focus. That support for training grants was included in the third tier was largely due to a divergence in ranking by faculty, staff, and graduate students. Faculty ranked training grant support very highly, citing benefits to student training, while staff ranked this lower, citing the significant administrative burden. Student comments demonstrated a lack of understanding of this mechanism and what the benefits might be.

Finally, two activities were ranked fourth in importance overall: (a) cross-departmental professional development for staff, and (b) a school-wide research/practice project. While neither of these were high priority for faculty, professional development for staff was ranked as a very high priority by staff respondents. Throughout the comments, staff voiced a clear need for support. Notable comments included those reflecting a desire for recognition of the work they do in the research arena, including drafting grants and providing support to training grants. This voiced need for support and recognition was consistent across research administrators as well as research scientist-level research staff.

Six items ranked fairly low in importance and, with limited exceptions, this low ranking was consistent across groups. The activities/priorities of least importance were: (a) long-duration writing workshops for specific types of grant applications; (b) seminars, workshops, and panel discussions; (c) more explicit recognition of research excellence in the school; (d) physical infrastructure for research; (e) repository of data and specimens for secondary analyses; and (f) a how-to guide for establishing a research niche.

TABLE 3: ALL SPH AGGREGATE RESULTS

(N=433)

Legend:	Top rank	2nd rank	3rd rank	4th rank

	Relative Rank	Rounded Mean	Mean	% said already in place
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	2.6	2.584	3.4%
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2-3	2.3	2.336	1.4%
Additional seed money or pilot funds to support new directions	2-3	2.3	2.261	1.4%
Student writing workshops to support successful F- and K-award applications	4-11	2.2	2.241	2.7%
Support for developing new training grants	4-11	2.2	2.238	0.7%
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	4-11	2.2	2.219	6.1%
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4-11	2.2	2.201	3.0%
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	4-11	2.2	2.195	2.7%
Biostatistical support for grant writing and funded research	4-11	2.2	2.183	8.4%
Identification of topical areas of research to build and investment of resources in these areas	4-11	2.2	2.182	3.3%
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	4-11	2.2	2.160	1.7%
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	12-13	2.1	2.062	2.0%
School-wide research/practice project working with a community or communities in WA	12-13	2.1	2.051	1.0%
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	14	2.0	1.971	3.0%

	Relative Rank	Rounded Mean	Mean	% said already in place
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15-16	1.9	1.930	5.4%
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	15-16	1.9	1.873	14.4%
Physical infrastructure for research (e.g., laboratories, computing)	17-18	1.8	1.789	11.1%
Repository of data and specimens available for additional analyses	17-18	1.8	1.779	5.4%
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	1.6	1.622	0.3%

Rankings Stratified by Position (faculty, staff, and graduate students)
Overall, with a few exceptions, the top four aggregate priorities were similar between faculty, staff, and students, although the order varied (**Table 4**). All ranked the toolkit to integrate anti-racism principles into research as the top priority. The six items ranked lowest in priority in the aggregate results for the SPH overall were also ranked lowest in priority for faculty, staff, and graduate students.

Faculty: Faculty ranked three items approximately equally as top priority: (a) toolkit to integrate anti-racism principles into research; (b) support for developing new training grants; and (c) support for existing training grants. There was a two-way tie for second priority, with: (a) seed money; and (b) writing workshops for F- and K-awards ranked approximately equally. Faculty ranked as third priority three items: (a) service to coordinate research study staff; (b) support for diversity supplements; and (c) a web-based repository of grant-writing resources. In fourth place was a single item—the identification and support of topical areas of research.

Staff: Staff ranked two items as top priority: (a) the toolkit to integrate anti-racism principles into research and (b) a service to coordinate research study staff. Second in priority were two items: (a) assistance in fostering new collaborations, and (b) cross-departmental professional development for research staff. Seed money for new initiatives was the single third priority, but six items were tied for fourth priority: (a) workshops for F- and K-awards; (b) support for diversity supplements; (c) web-based repository; (d) biostatistical support; (e) school-wide research and practice project; and (f) identification and support of topical areas of research.

Graduate students: Graduate students ranked as a clear first priority the development of a toolkit to integrate anti-racist principles into research. Their second priority was assistance in fostering new collaborations. In third place was a four-way tie: (a) F- and K- award workshops; (b) diversity supplements; (c) identification and support of topical areas of research; and (d) school-wide research and practice project. In fourth place was a five-way tie, with each of the following being ranked approximately equally: (a) service to coordinate research staff; (b) seed money; (c) support for new training grants; (d) web-based repository; and (e) biostatistical support.

TABLE 4: RESULTS BY POSITION

(N=404*)

	Overall (n=433)	Faculty (n=130)	Staff (n=127)	Graduate Students (n=147)
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	1 - 3	1 - 2	1
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2 - 3	6 - 9	1 - 2	7 - 11
Additional seed money or pilot funds to support new directions	2 - 3	4 - 5	5	7 - 11
Student writing workshops to support successful F- and K-award applications	4 - 11	4 - 5	6 - 11	3 - 6
Support for developing new training grants	4 - 11	1 - 3	15 - 16	7 - 11
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	4 - 11	6 - 9	6 - 11	3 - 6
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4 - 11	6 - 9	6 - 11	7 - 11
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	4 - 11	13 - 14	3 - 4	2
Biostatistical support for grant writing and funded research	4 - 11	6 - 9	6 - 11	7 - 11
Identification of topical areas of research to build and investment of resources in these areas	4 - 11	10	6 - 11	3 - 6
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	4 - 11	1 - 3	15 - 16	12 - 17
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	12-13	13 - 14	3 - 4	12 - 17
School-wide research/practice project working with a community or communities in WA	12-13	15 - 17	6 -11	3 - 6
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	14	12	12 - 14	12 - 17
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15-16	15 - 17	12 - 14	12 - 17

	Overall (n=433)	Faculty (n=130)	Staff (n=127)	Graduate Students (n=147)
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	15-16	11	12 - 14	19
Physical infrastructure for research (e.g., laboratories, computing)	17-18	15 - 17	18	18
Repository of data and specimens available for additional analyses	17-18	18	17	12 - 17
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	19	19	12 - 17

*Excludes persons who reported their position as "Other" (n=3) "Prefer Not to Answer" (n=1) or Unknown/did not respond to that question (n=25).

Faculty Priorities by Rank

Rankings were relatively similar for assistant and associate professors, and differed somewhat from rankings by full professors (**Table 5**). Both assistant and associate professors ranked the development of a toolkit to integrate anti-racist principles into research as the first priority, but this was ranked as a fourth priority by full professors. Assistant and associate professors also selected the same second priority— support for new training grants—whereas this was ranked as the top priority by full professors (two-way tie with increased support for existing training grants). Third priority for assistant (sole third priority) and associate professors (five-way tie) was increased support for existing training grants. Additional items with approximately similar mean scores for associate professors in third place were: (a) service to support research staff; (b) seed grants; (c) diversity supplement support; and (d) workshops for F- and K-awards. Full professors listed as third priority more explicit recognition of research excellence (three-way tie with diversity supplement and biostatistical support) and the identification and support of topical areas of research as fourth priority (along with the development of the toolkit). The fourth priority for assistant professors was tied between a service to coordinate research staff and a web-based repository. A web-based repository was also ranked fourth by associate professors.

TABLE 5: FACULTY RESULTS BY RANK

(N=118*)

	Overall* (n=433)	Assistants: Acting, Regular (n=30)	Associates (n=29)	Full (n=59)
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	1	1	8 - 9
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2 - 3	4 - 5	3 - 7	10 - 11
Additional seed money or pilot funds to support new directions	2 - 3	6 - 7	3 - 7	3 - 4
Student writing workshops to support successful F- and K-award applications	4 - 11	8	3 - 7	3 - 4
Support for developing new training grants	4 - 11	2	2	1 - 2
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	4 - 11	6 - 7	3 - 7	5 - 7
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4 - 11	4 - 5	8	10 - 11

	Overall (n=433)	Assistants: Acting, Regular (n=30)	Associates (n=29)	Full (n=59)
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	4 - 11	12 - 13	16 - 17	12 - 14
Biostatistical support for grant writing and funded research	4 - 11	9 - 10	10 - 14	5 - 7
Identification of topical areas of research to build and investment of resources in these areas	4 - 11	11	10 - 14	8 - 9
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	4 - 11	3	3 - 7	1 - 2
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	12-13	9 - 10	10 - 14	16 - 17
School-wide research/practice project working with a community or communities in WA	12-13	14 - 15	15	16 - 17
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	14	12 - 13	10 - 14	12 - 14
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15-16	14 - 15	16 - 17	15
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	15-16	16	9	5 – 7
Physical infrastructure for research (e.g., laboratories, computing)	17-18	19	10 - 14	12 - 14
Repository of data and specimens available for additional analyses	17-18	17 - 18	18	18
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	17 - 18	19	19

*Excludes post-docs (n=7), persons who responded "Other" (n=3) or "Prefer Not to Answer" (n=1), or who did not report (n=1)

Student Priorities by Degree Program

Both PhD and master's students ranked the development of the toolkit to integrate anti-racist principles into research as the number one priority, although for PhD students this was also tied with workshops to support F- and K- award preparation (**Table 6**). The second-ranked priority for PhD students was assistance in fostering new collaborations, whereas the second-ranked priority for master's students was a school-wide research and practice project. PhD students ranked a system to coordinate study staff across departments low and master's students did not prioritize support for F- and K-award preparation. Neither PhD nor master's student's prioritized support for existing training grants, and only PhD students ranked support for developing new training as a priority. Written comments suggest that students did not have a good understanding of the purpose of training grants.

TABLE 6: STUDENT RESULTS BY DEGREE

(N=147)

	Overall (n=433)	PhD (n=61)	Master's (n=86[†])
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	1 - 2	1
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2 - 3	7 - 11	7 - 10
Additional seed money or pilot funds to support new directions	2 - 3	4 - 6	7 - 10
Student writing workshops to support successful F- and K-award applications	4 - 11	1 - 2	14 - 16
Support for developing new training grants	4 - 11	7 - 11	11 - 13
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	4 - 11	7 - 11	3 - 6
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4 - 11	7 - 11	3 - 6
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	4 - 11	3	3 - 6
Biostatistical support for grant writing and funded research	4 - 11	4 - 6	7 - 10
Identification of topical areas of research to build and investment of resources in these areas	4 - 11	4 - 6	3 - 6
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	4 - 11	12	17 - 18
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	12-13	16 - 18	7 - 10
School-wide research/practice project working with a community or communities in WA	12-13	7 - 11	2

	Overall (n=433)	PhD (n=61)	Master's (n=86[†])
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	14	13 - 15	17 - 18
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15-16	13 - 15	14 - 16
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	15-16	16 - 18	19
Physical infrastructure for research (e.g., laboratories, computing)	17-18	19	11 - 13
Repository of data and specimens available for additional analyses	17-18	13 - 15	14 - 16
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	16 - 18	11 - 13

[†] Includes persons who reported "Other" (n=8) and "Prefer Not to Answer" (n=1)

Department-specific Priorities

While the toolkit to integrate anti-racism principles into research was ranked highly by all departments, there were a few notable differences in other priority rankings in several departments compared to the SPH Overall results **(Table 7).** While most departments also ranked writing workshops to aid F- and K-award applications highly, Health Systems and Population Health (HSPop) ranked this lower. Epidemiology (EPI) and the Department of Global Health (DGH) ranked support for new and existing training grants higher than other departments. EPI also ranked support for writing diversity supplements, a web-based repository, and assistance fostering new collaborations more highly than others, but ranked a service to coordinate research staff and seed money substantially lower than other departments. DGH also ranked seed money lower. HSPop ranked the web-based repository and service to coordinate research staff more highly than other departments. Biostatistical support was ranked as a medium priority by EPI, HSPop, and the Department of Environmental and Occupational Health Sciences (DEOHS), but was less of a priority for Biostatistics (BIOST) and DGH.

Additional department-specific results, stratified by position within the department (faculty, staff, graduate student) are summarized in **Tables 11A-15A** and **Tables 11B-15B**.

TABLE 7: RESULTS BY DEPARTMENT

(N=376*)

	Overall (n=433)	BIOST (n=33)	EPI (n=86)	DEOHS (n=72)	HSPop (n=86)	DGH (n=99)
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	1-2	1	3	1	1
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2 - 3	1-2	8-10	1-2	2-4	3-5
Additional seed money or pilot funds to support new directions	2 - 3	4-7	11	1-2	2-4	6-11
Student writing workshops to support successful F- and K-award applications	4 - 11	3	2	4-8	11-13	2
Support for developing new training grants	4 - 11	9-11	3-7	4-8	11-13	3-5
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	4 - 11	4-7	3-7	12-13	5-7	6-11
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4 - 11	9-11	3-7	9-11	2-4	12-14
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	4 - 11	12-13	3-7	4-8	8-10	6-11
Biostatistical support for grant writing and funded research	4 - 11	9-11	8-10	4-8	5-7	12-14

	Overall (n=433)	BIOST (n=33)	EPI (n=86)	DEOHS (n=72)	HSPop (n=86)	DGH (n=99)
Identification of topical areas of research to build and investment of resources in these areas	4 - 11	4-7	8-10	4-8	11-13	6-11
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	4 - 11	8	3-7	9-11	14-17	3-5
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	12-13	14	13-15	14-15	5-7	6-11
School-wide research/practice project working with a community or communities in WA	12-13	15-17	12	16-17	9	6-11
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	14	12-13	13-15	12-13	8-10	15
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15-16	15-17	13-15	18-19	14-17	12-14
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	15-16	4-7	16-17	16-17	14-17	16
Physical infrastructure for research (e.g., laboratories, computing)	17-18	15-17	19	9-11	14-17	18-19
Repository of data and specimens available for additional analyses	17-18	18	16-17	14-15	18	17
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	19	18	18-19	19	18-19

* Excludes persons in Interdisciplinary Programs (n=14), Public Health Genetics (n=6), MHA (n=5), and persons who reported "Prefer Not to Answer" (n=13), or did not report a response (Unknown n=25)

Participation in Research Support Activities

In addition to asking SPH graduate students, staff, and faculty to rank the 19 activities/priorities, the survey also gauged interest in participating in research support activities. Respondents were asked to indicate how likely they would be to participate as a mentee and as a mentor.

Enthusiasm for participating in these activities was high. When asked "How likely are you to participate in peer mentoring, peer reviewing, and other research support activities as a mentee?", 68% of survey respondents chose "Extremely Likely" or "Somewhat Likely." When asked how likely they were to participate in these activities as a mentor, 85% indicated that they were "Extremely Likely" or "Somewhat Likely" (**Table 8**).

TABLE 8: ALL SPH AGGREGATE PARTICIPATION

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities **as a mentee**	92	31%	109	37%	54	18%	39	13%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities **as a mentor**	26	34%	39	51%	7	9%	5	6%

Participation as a mentee. While approximately half of faculty respondents (54%), and nearly 60% of staff respondents indicated that they were "Extremely Likely" or "Somewhat Likely" to participate in professional development activities as a mentee, over 90% of graduate students indicated this (**Table 9**).

When stratified by department, enthusiasm for participating in professional development activities as a mentee was highest in DEOHS (84%), and lowest in BIOST (44%). Two-thirds of persons in HSPop indicated they would be "Extremely" or "Somewhat Likely" to participate as a mentee, and approximately three-quarters of persons in EPI and DGH indicated this.

TABLE 9: LIKELIHOOD OF PARTICIPATION IN PEER MENTORING/PEER REVIEW/OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES AS A MENTEE BY POSITION AND DEPARTMENT

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
POSITION								
Faculty	22	21%	34	33%	26	25%	22	21%
Staff	20	23%	43	37%	20	23%	15	17%
Student	50	50%	41	41%	7	7%	2	2%
DEPARTMENT								
Biostatistics	3	12%	8	32%	5	20%	9	36%
Epidemiology	21	33%	26	41%	7	11%	9	14%
DEOHS	22	42%	22	42%	7	13%	1	2%
HSPop	16	27%	24	40%	11	18%	9	15%
Global Health	23	30%	26	34%	20	26%	8	10%

Participation as a mentor: Despite slight variations when stratified by respondents' position and department, there was a considerable amount of interest in participating in research support activities as a mentor. Faculty members expressed the most interest, with 91% of faculty respondents answering "Extremely Likely" or "Somewhat Likely" (**Table 10**). Approximately 50% of staff indicated they would be "Somewhat Likely" to participate as a mentor, but fewer (only 14%) indicated they would be "Extremely Likely" to do so. Enthusiasm for participating as a mentor was high for graduate students, with three-quarters (76%) indicating they would be "Extremely Likely" or "Somewhat Likely" to participate in research support activities as a mentor.

Across departments, enthusiasm for participating research support activities as a mentor was uniformly high: 70% or more of respondents in each department indicated that they would be "Extremely Likely" or "Somewhat Likely" to engage as a mentor.

TABLE 10: LIKELIHOOD OF PARTICIPATION IN PEER MENTORING/PEER REVIEW/OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES AS A MENTOR BY POSITION AND DEPARTMENT

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
POSITION								
Faculty	35	34%	59	57%	10	9%	0	0%
Staff	12	14%	44	51%	15	17%	16	18%
Student	39	39%	37	37%	20	20%	4	4%
DEPARTMENT								
Biostatistics	3	12%	16	64%	5	20%	1	4%
Epidemiology	18	29%	31	49%	9	14%	6	8%
DEOHS	17	33%	26	50%	8	15%	1	2%
HSPop	20	33%	22	37%	11	18%	7	12%
Global Health	26	34%	39	51%	7	9%	5	6%

Departmental- and Program-Specific Results

Departmental- and program-specific results are not color-coded and reflect rankings calculated to three decimal points. Therefore, the discrete rankings are artificially distinct in some cases. For example priorities 1 and 2 for Biostatistics have mean scores of 2.292 and 2.261, respectively. Both round to 2.3 and SPH overall rankings (and ties) were determined on the basis of mean scores rounded to just one decimal point[1].

Results for each department are presented in the below noted tables:

Biostatistics	Tables 11A-11B
Epidemiology	Tables 12A-12B
Environmental and Occupational Health Sciences	Tables 13A-13B
Health Systems and Populations Health	Tables 14A-14B
Global Health	Tables 15A-15B

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[1] Mean scores calculated to three decimal points for each department are available upon request.

BIOSTATISTICS RESULTS: TABLE 11A

	Overall: Department (n=33)	Faculty (n=14)	Staff (n=11)	Student (n=8)
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	1	8	1	5
Toolkit to help integrate anti-racism principles into research conducted in the SPH	2	10	2	1
Student writing workshops to support successful F- and K-award applications	3	1	16	15
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	4	2	6-11	17-18
Additional seed money or pilot funds to support new directions	5	5-6	6-11	6-7
Identification of topical areas of research to build and investment of resources in these areas	6-7	5-6	6-11	6-7
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	6-7	7	3	8-10
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	8	4	17	17-18
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	9	9	6-11	8-10
Biostatistical support for grant writing and funded research	10	12	4-5	4
Support for developing new training grants	11	3	19	19
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	12	11	6-11	8-10
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	13	16	4-5	2-3
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	14	13	12	12-14
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15-16	14-15	6-11	16

	Overall: Department (n=33)	Faculty (n=14)	Staff (n=11)	Student (n=8)
School-wide research/practice project working with a community or communities in WA	15-16	17	13-15	2-3
Physical infrastructure for research (e.g., laboratories, computing)	17	14-15	13-15	12-14
Repository of data and specimens available for additional analyses	18	18	13-15	11
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	19	18	12-14

BIOSTATISTICS PARTICIPATION: TABLE 11B

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentee	3	12%	8	32%	5	20%	9	36%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentor	3	12%	16	64%	5	20%	1	4%

EPIDEMIOLOGY RESULTS: TABLE 12A

	Overall: Department (n=86)	Faculty (n=26)	Staff (n=15)	Student (n=45)
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	2	1	1
Student writing workshops to support successful F- and K-award applications	2	5	9-16	2
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	3	8	9-16	3
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4	6-7	2	5
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	5	10	4-5	4
Support for developing new training grants	6	1	9-16	10
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	7	4	9-16	6
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	8	6-7	6	9
Biostatistical support for grant writing and funded research	9	3	17-19	7
Identification of topical areas of research to build and investment of resources in these areas	10	9	7-8	12
Additional seed money or pilot funds to support new directions	11	11	7-8	11
School-wide research/practice project working with a community or communities in WA	12	16	9-16	8
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	13	15	3	14
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	14	13	9-16	17
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	15	14	9-16	15

	Overall: Department (n=86)	Faculty (n=26)	Staff (n=15)	Student (n=45)
Repository of data and specimens available for additional analyses	16	18	17-19	13
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	17	12	4-5	19
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	18	19	17-19	16
Physical infrastructure for research (e.g., laboratories, computing)	19	17	9-16	18

EPIDEMIOLOGY PARTICIPATION: TABLE 12B

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentee	21	33%	26	41%	7	11%	9	14%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentor	18	29%	31	49%	9	14%	6	8%

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES RESULTS: TABLE 13A

	Overall: Department (n=72)	Faculty (n=22)	Staff (n=31)	Student (n=19)
Additional seed money or pilot funds to support new directions	1	1-2	2	6
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2	5	1	7-10
Toolkit to help integrate anti-racism principles into research conducted in the SPH	3	7-8	3	3-4
Biostatistical support for grant writing and funded research	4	7-8	10-11	1
Support for developing new training grants	5	1-2	15-17	7-10
Identification of topical areas of research to build and investment of resources in these areas	6-7	9	6-7	5
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	6-7	11	5	3-4
Student writing workshops to support successful F- and K-award applications	8	4	9	12
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	9	3	12	14-16
Physical infrastructure for research (e.g., laboratories, computing)	10	13-14	8	2
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	11	10	13	7-10
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	12	6	19	14-16
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	13	12	15-17	7-10
Repository of data and specimens available for additional analyses	14	17	6-7	13
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	15	13-14	10-11	17-18
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	16	15	4	19

	Overall: Department (n=72)	Faculty (n=22)	Staff (n=31)	Student (n=19)
School-wide research/practice project working with a community or communities in WA	17	16	14	14-16
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	18	19	15-17	11
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	19	18	18	17-18

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES PARTICIPATION: TABLE 13B

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentee	22	42%	22	42%	7	13%	1	2%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentor	17	33%	26	50%	8	15%	1	2%

HEALTH SYSTEMS AND POPULATION HEALTH RESULTS: TABLE 14A

	Overall: Department (n=86)	Faculty (n=22)	Staff (n=23)	Student (n=41)
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	2	1	1
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	2	8	3	7
Additional seed money or pilot funds to support new directions	3	5-6	5	3-4
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	4	1	10	12
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	5	7	9	5
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	6	13	4	2
Biostatistical support for grant writing and funded research	7	5-6	2	13-14
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	8	12	8	6
School-wide research/practice project working with a community or communities in WA	9	17	6-7	3-4
Support for developing new training grants	10	9	15-16	9-10
Identification of topical areas of research to build and investment of resources in these areas	11	14	11	8
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	12	11	6-7	16
Student writing workshops to support successful F- and K-award applications	13	15	14	9-10
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	14	3	12	19
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	15	16	13	11

	Overall: Department (n=86)	Faculty (n=22)	Staff (n=23)	Student (n=41)
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	16	4	18	17
Physical infrastructure for research (e.g., laboratories, computing)	17	10	15-16	18
Repository of data and specimens available for additional analyses	18	18	17	15
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	19	19	19	13-14

HEALTH SYSTEMS AND POPULATION HEALTH PARTICIPATION: TABLE 14B

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentee	16	27%	24	40%	11	18%	9	15%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentor	20	33%	22	37%	11	18%	7	12%

GLOBAL HEALTH RESULTS: TABLE 15A

	Overall: Department (n=99)	Faculty (n=40)	Staff (n=35)	Student (n=24)
Toolkit to help integrate anti-racism principles into research conducted in the SPH	1	1	2	3
Student writing workshops to support successful F- and K-award applications	2	6	6	2
Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)	3	4-5	4	11
Support for developing new training grants	4	2		6
Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan	5	3	13	12
Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations	6	15	3	1
Identification of topical areas of research to build and investment of resources in these areas	7-8	8-10	7	4-5
Additional seed money or pilot funds to support new directions	7-8	4-5	10	10
Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)	9	13	1	13-14
School-wide research/practice project working with a community or communities in WA	10	8-10	8	4-5
Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students	11	7	5	18
Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)	12	8-10	9	9
Biostatistical support for grant writing and funded research	13	11	11	7
One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.	14	12	14	8
Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)	15	14	15	13-14

	Overall: Department (n=99)	Faculty (n=40)	Staff (n=35)	Student (n=24)
More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)	16	17	16	16-17
Repository of data and specimens available for additional analyses	17	18	17	16-17
How to guide to identify your research niche area (where you are the expert) and partners/collaborators	18	19	19	15
Physical infrastructure for research (e.g., laboratories, computing)	19	16	18	19

GLOBAL HEALTH PARTICIPATION: TABLE 15B

	Extremely Likely		Somewhat Likely		Unlikely		Extremely Unlikely	
	No.	%	No.	%	No.	%	No.	%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentee	23	30%	26	34%	20	26%	8	10%
Likelihood of participation in peer mentoring/peer reviewing/other professional development activities as a mentor	26	34%	39	51%	7	9%	5	6%

Appendix: Key of Numbered Positions

Priority Number	Description
1	Identification of topical areas of research to build and investment of resources in these areas
2	Toolkit to help integrate anti-racism principles into research conducted in the SPH
3	Web-based repository of materials to aid in grant writing and grants management (e.g., exemplar grants, successful resubmissions, progress reports, boilerplate language, etc.)
4	More explicit recognition of the excellence and impact of research done in the school (e.g., press releases)
5	Writing workshops lasting >=1 month that take a cohort of people through writing specific large grant applications over time (e.g., R01, P01, U01, etc.)
6	How to guide to identify your research niche area (where you are the expert) and partners/collaborators
7	One time (potentially recurring) seminars, workshops and panel discussions on topics such as finding funding opportunities, transitioning from smaller to larger grants, project management skills, etc.
8	Assistance in fostering new collaborations through activities such as cross-department working groups or events on interdisciplinary topics to stimulate new collaborations
9	Biostatistical support for grant writing and funded research
10	Increased support for existing training grants, such as shared/increased administrative support or coverage of PI-ship for training grants in faculty compensation plan
11	Support for developing new training grants
12	Support for writing NIH Diversity Supplement applications, such as workshops on the how-tos and a matching system to link faculty and students
13	Student writing workshops to support successful F- and K-award applications
14	Cross-department professional development for research staff (e.g., regular meetings for research admin, skills building, etc.)
15	Additional seed money or pilot funds to support new directions
16	School-wide research/practice project working with a community or communities in WA
17	Physical infrastructure for research (e.g., laboratories, computing)
18	Repository of data and specimens available for additional analyses
19	Service to coordinate research study staff FTE when grants end (e.g., identify possible shared positions to maintain trained research staff within the SPH)