

SCHOOL OF PUBLIC HEALTH
EPIDEMIOLOGY
UNIVERSITY *of* WASHINGTON

STRATEGIC PLAN UPDATE

AUTUMN 2022

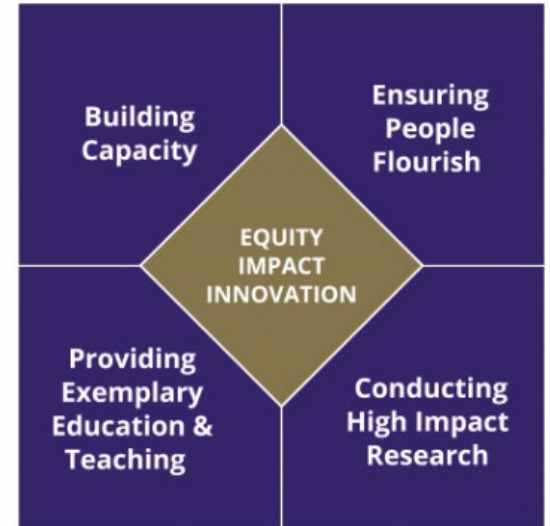


UW Epi Strategic Plan 2022-25

<https://epi.washington.edu/about/strategic-plan/>

- > **Launched in January 2022**
- > Committees assembled for all 4 Key Result Areas (KRAs)
 - Faculty
 - Staff
 - Student volunteers

Strategic Vision



CURRENT WORKING GROUPS

Thank-you KRA leads and working groups!

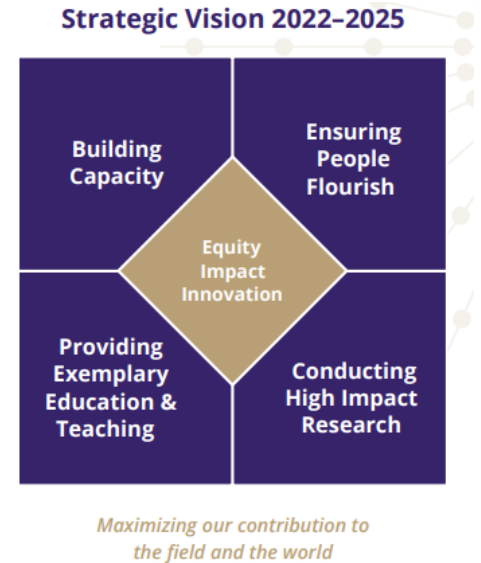
Overall Leadership: Cassie Atkinson-Edwards

KRA #1 (Capacity): DJ Miller & Steve Hawes (Leads), Alyson Littman, Anjum Hajat, Clint Lambert, John Paulson, Laura East, Lisa Manhart, Matthew Hawkins, Unmesha Roy Paladhi

KRA #2 (People): Amanda Phipps (Lead), Adam Drewnowski, Alie Fohner, Anne Lund, Janet Baseman, Jessie Seiler, John Paulson, Julie Nevins, Justy Antony Chiramal, Laurel Belton, Nick Smith, Sara Lindstroem, Steve Mooney, Tera Figueroa

KRA #3 (Research): Rachel Winer (Lead), Ali Rowhani-Rahbar, Barb McLaughlin, Daniel Enquobahrie, John Lin, Mandy Fretts, Sarah Biber, Taylor Riley

KRA #4 (Education): Brandon Guthrie & Christine Khosropour (Leads), Jen Balkus, Kevin Schuda, Marie Spiker, Mienah Sharif, Steve Schwartz



KRA 1 – Building Capacity



KRA

BUILDING CAPACITY

We have the knowledge, skill, time, and money needed to accomplish our mission.

OUTCOMES

Increase resources that enhance the department's mission.



BIPOC staff, faculty, and students can easily access the services and financial resources they need to succeed.



Leadership makes active and visible decisions to shift department operations to further an anti-racist culture for all.

KRA 1 – Building Capacity

Accomplishments from Academic Year (AY) 21-22:

- > Continued Epi Seminar session on hidden curriculum & extracted themes from minute papers
- > Summarized funding data for students entering in 2017-21
- > Introduced incentives for faculty to lead T32 training grants through full-time equivalent (FTE) support
- > Developed 1st draft guide to department-level support for T32s
- > Identified task force for PhD admissions

KRA 1 – Building Capacity

Goals for AY 22-23:

Outcome 1 – Increase resources that enhance the Department's mission

- > Work with PhD admissions task force on student funding
- > Determine best practices for sharing information & supporting applications for student funding
- > Begin building out plan for outreach / engagement with alumni

KRA 1 – Building Capacity

Goals for AY 22-23:

Outcome 2 - BIPOC faculty, staff, students can easily access the services and financial resources they need to succeed

- > Evaluate / improve department mechanisms for student recruitment and funding
- > Explore opportunities for highlighting our students' achievements (e.g., student directory, profiles)
- > Student, staff, and faculty focus groups around resource needs

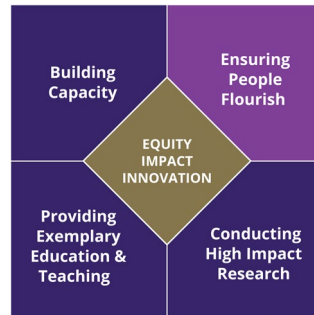
KRA 1 – Building Capacity

Goals for AY 22-23:

Outcome 3 - Leadership makes active & visible decisions to shift department operations to further an anti-racist culture for all

- > Evaluate leadership positions – training needs, transition plans, job descriptions, encouraging participation
- > Evaluate pathway of student concerns to better support students
- > Increase training / skill development opportunities for staff, faculty, and students – particularly for equity, diversity, and inclusion (EDI)

KRA 2 – Ensuring People Flourish



KRA

ENSURING PEOPLE FLOURISH

The Department flourishes when we focus on ensuring people with diverse lived experiences flourish.

OUTCOMES

Recruitment, hiring, retention, and promotion processes align with best practices on anti-racism and equity.



Increase quality and accessibility of mentor relationships, with an emphasis on equitable, anti-racist frameworks.



New and existing partnerships benefit communities and expand breadth and quality of learning opportunities.

KRA 2 – Ensuring People Flourish

Accomplishments from AY 21-22:

- > Developed new faculty onboarding plan
- > Developed draft document for defining success in the faculty hiring process
- > Developed new system for posting TA / RA positions
- > Revised / updated Epi Student Survey with Student Representatives
- > Prepared for student focus groups on mentoring

KRA 2 – Ensuring People Flourish

Goals for AY 22-23:

Outcome 1 – Recruitment, hiring, retention, and promotion processes align with best practices on anti-racism and equity

- > Develop best practices guidance materials for Epi faculty searches and for staff hiring
- > Enhance efforts aims at retention of staff and junior faculty
- > Evaluate merit review process for faculty to make the process more beneficial for all

KRA 2 – Ensuring People Flourish

Goals for AY 22-23:

Outcome 2 - Increase quality and accessibility of mentor relationships, with an emphasis on equitable, anti-racist frameworks

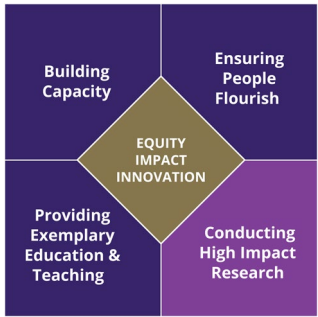
- > Develop a mentoring guidebook for faculty incorporating feedback from students and making expectations & best practices explicit
- > Provide training to faculty and staff around mentoring & hidden curriculum
- > Implement additional opportunities for students to connect & network with faculty

KRA 2 – Ensuring People Flourish

Goals for AY 22-23:

Outcome 3 - New & existing partnerships benefit communities & expand breadth & quality of learning opportunities

- > Develop resources to build communication skills for students / trainees within the department
- > Increase communication and support among faculty and staff around the work involved in building & sustaining community partnerships
- > Build infrastructure for outreach to community partners & alumni



KRA 3 – Conducting High Impact Research

KRA

CONDUCTING HIGH IMPACT RESEARCH

Our research furthers equity, makes an impact where needs are the greatest, and is innovative in its approaches.

OUTCOMES

The department has established a systematic process for getting community input on research priorities and activities.



Faculty and students are skilled in how to apply research methods that are innovative and further equity and anti-racism.

KRA 3 – Conducting High Impact Research

Accomplishments from AY 21-22 :

- > Conducted systemic search / review of available trainings / resources on community engaged research
- > Met with several at other institutions about best practices for engaging communities in research
- > Gathered info on Epi Department's existing community partnerships
- > Compiled list of grants / pilot awards received by Epi faculty
- > Conducted assessment of Epi EDI website

KRA 3 – Conducting High Impact Research

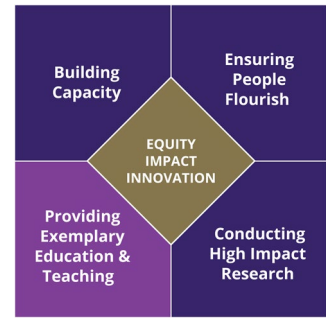
Goals for AY 22-23:

Outcome 1 – The department has established a systematic process for getting community input on research priorities & activities

Outcome 2 – Faculty & students are skilled in how to apply research methods that are innovative and further equity and anti-racism

- > Create a partnership section of the Epi website
- > Evaluate how to better support community partnerships
- > Determine what skills / perspectives we want to bring to the classroom & work to incorporate those skills into training for instructors

KRA 4 – Providing Exemplary Education & Teaching



KRA

PROVIDING EXEMPLARY EDUCATION & TEACHING

Teaching prepares students to be responsive to the problems of today and is innovative in both methods and topics.

OUTCOMES

Curriculum content and offerings successfully prepare students for the problems of today and the future.



Faculty are equipped to facilitate a rich, equitable and anti-racist learning experience.

KRA 4 – Providing Exemplary Education & Teaching

Accomplishments from AY 21-22 :

- > Completed evaluation of Course Development Plan (CDP) process
- > Revised CDP documents for AY 22-23
- > Implemented instructor self-reflections & a model of systematic, comprehensive review for all courses taught each quarter
- > Conducted 1st Epi instructor retreat

KRA 4 – Providing Exemplary Education & Teaching

Goals for AY 22-23:

Outcome 1 – Curriculum content & offerings successfully prepare students for the problems of today & the future

Outcome 2 – Faculty are equipped to facilitate a rich, equitable & anti-racist learning experience

- > Evaluate curriculum & learning objectives to ensure courses are teaching students to address problems / needs of today
- > Build out support for instructors to improve teaching (i.e., instructor retreat, support groups, periodic course development schedules)
- > Explore options for providing faculty access to anti-racism trainings

Resources Allocated for AY22-23

- > New 1.0 FTE core staff position
- > 25% FTE Academic Student Employee (ASE) (each quarter) to provide broad support for KRA initiatives (focus groups, etc.)
- > 25% FTE ASE (each quarter) to support course instructors with in-depth course review
- > Faculty FTE support to PIs of training grants housed in Epi
- > Ongoing budget support for EDI Committee work
- > Funds toward speakers that promote community partnerships
- > Swag/refreshments in support of specific KRA initiatives
- > Trainings for Epi Leadership Team (ELT) to enhance the group's ability to provide accountability for the success of the strategic plan

Gathering Your Input

- > Your ideas & input are always valued!
 - Cassie Atkinson-Edwards (cbermel@uw.edu)
 - **KRA 1:** Steve Hawes (hawes@uw.edu) & DJ Miller (mrmiller@uw.edu)
 - **KRA 2:** Amanda Phipps (aiphipps@uw.edu)
 - **KRA 3:** Rachel Winer (rlw@uw.edu)
 - **KRA 4:** Brandon Guthrie (brguth@uw.edu) & Christine Khosropour (ckhosro@uw.edu)