



# **SURVEY ANALYSIS**

UNIVERSITY OF NORTH DAKOTA SCHOOL OF MEDICINE & HEALTH SCIENCES  
JULY 16, 2013



## INTRODUCTION

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From June 27th to July 11th 2013, the survey “UND School of Medicine & Health Sciences: Looking Forward” was available for UND students, faculty, staff, and alumni to provide input for the new SMHS facility. In conjunction with the School of Medicine & Health Sciences (SMHS) Building Committee and University Public Relations, the design team prepared two surveys: (1) a general survey and (2) an alumni survey. The general survey was distributed to students, faculty, and staff university-wide through the UND e-mail newsletter. The alumni survey was distributed through both an email and a mailed invitation. During the two week response window, 443 students, 122 faculty, 206 staff, and 59 alumni took the survey. The following report compiles and analyzes these results.

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## EXECUTIVE SUMMARY

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Through the survey responses and comments, UND students, faculty, staff, and alumni have begun to establish the needs, desires, and vision for the new School of Medicine & Health Sciences (SMHS) facility. In addition to providing basic information about respondents, the survey data reveals strong opinions and trends related to teaching pedagogies, scientific research, and shared spaces, including the quality and priority of various space types (classrooms, offices, labs, gathering spaces, etc.). Overall, the survey results provide both a big picture vision and detailed data, with which to advance not only the programing and planning but also the overall building design.

Survey responses reveal a pattern favoring collaboration, an integration of spaces, and the breaking down of departmental barriers. Respondents reacted overwhelmingly favorable to the concepts of connectivity, flexibility, and an interdisciplinary academic environment. Looking to the future, respondents communicated the School of Medicine & Health Sciences should be “modern”, “progressive”, and “collaborative”.

When evaluating learning and work environments, respondents reacted positively to qualities such as comfortable, welcoming, and collaborative suggesting a desire to create a socially centered, “home away from home” environment. A wide range of preferred space types and environments suggest a need for a diversity of spaces. For example, providing both calm and active environments in which to learn and/or work. Additionally, spaces providing small scale concentration and collaboration opportunities ranked high on the priorities for the new facility.

Focusing on health sciences education, survey respondents rated online education as a lower-impact methodology while hands-on environments such as simulation, labs, and clinical experience were rated as high-impact. For the library, respondents envisioned a social and technologically integrated environment, focusing on digital access to reading material and physical access to people and study space. These responses begin to emphasize inter-personal interaction. Research responses show a similar pattern; high priority towards interaction and collaboration between different research groups and departments.

The results portray a desire for the facility to represent the culture, values, and image of the University, community, and state of North Dakota. Respondents agreed that the building should blend with the existing campus while becoming a sustainable contemporary symbol for the School of Medicine & Health Sciences. In summary, the survey results represent a glimpse into the UND School of Medicine and Health Sciences and the individuals who are invested in its growth and success. The results show a strong interest in the development of the new facility and future of the School by those who learn, educate, and work both within and beyond its walls.



## GRAPHIC SUMMARY

**863** total responses

**443** Students

**328** Faculty & Staff

**59** Alumni

## RESPONDENT BACKGROUND

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**61%**

of respondents are affiliated with the  
UND SMHS

**67%**

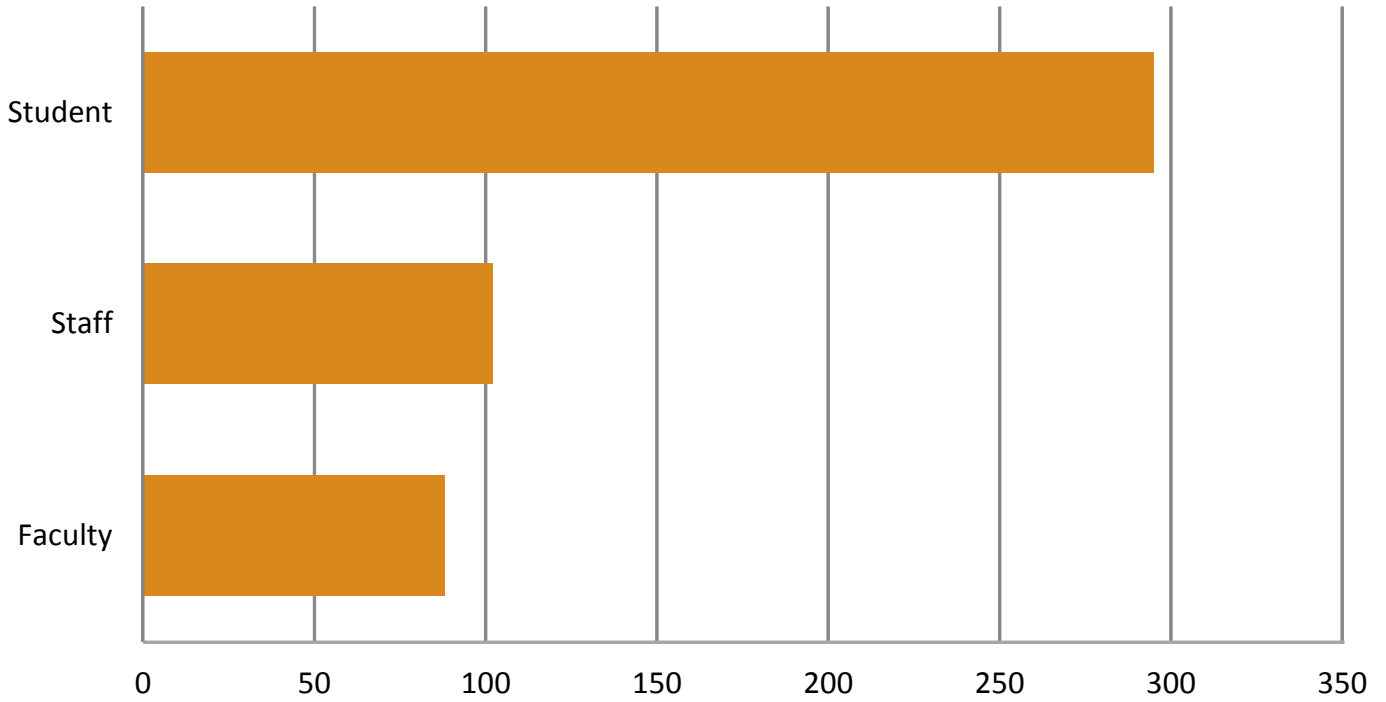
of student respondents  
are affiliated with the  
UND SMHS

**59%**

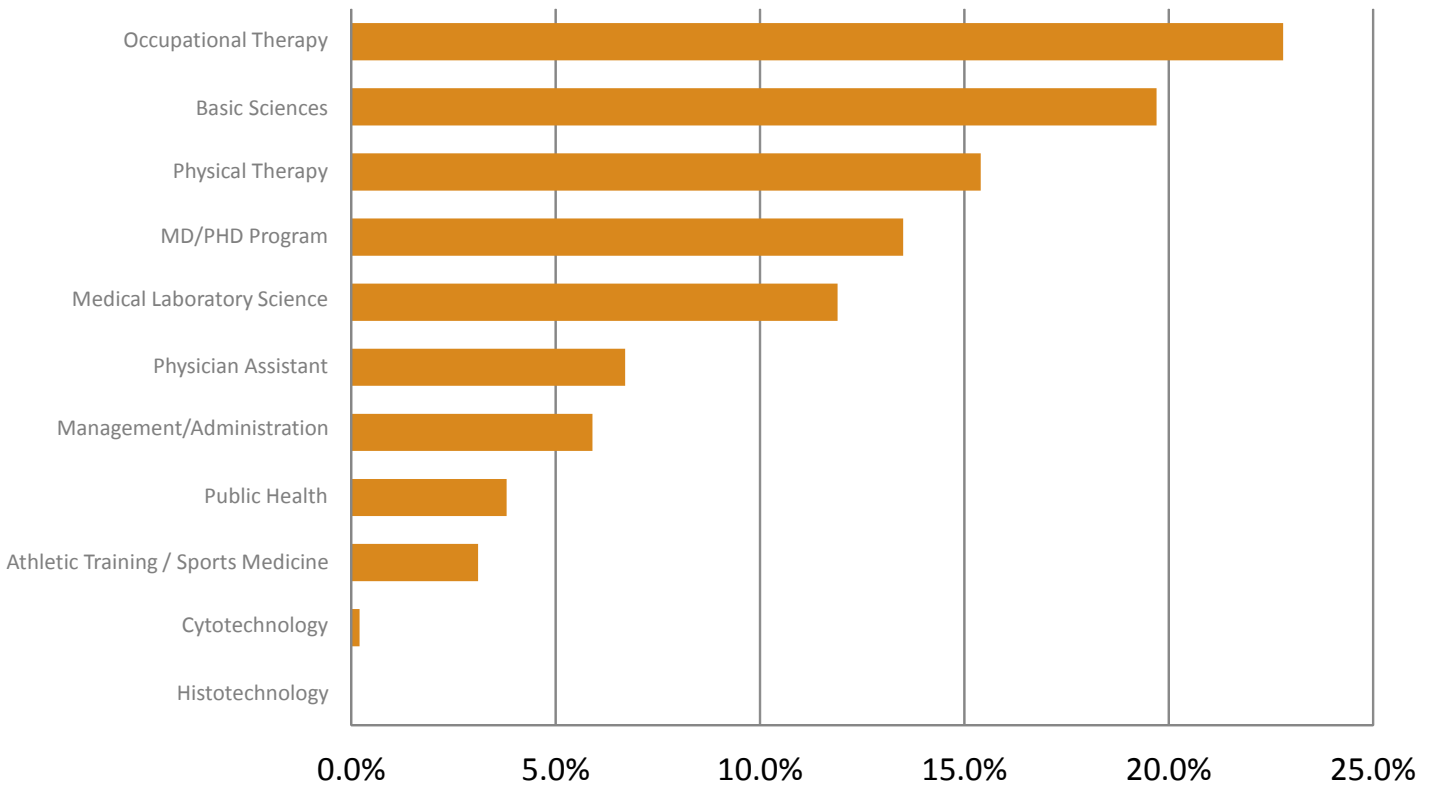
of staff & faculty  
respondents are affiliated  
with the UND SMHS



### Of those affiliated with SMHS:



### Respondents identified as most closely affiliated with:



## TIME ON CAMPUS

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89%

of SMHS  
respondents  
spend  
**5 days or  
more** on  
campus

43%

of SMHS respondents  
spend **8 hours or more**  
per day on campus

1%

of non-SMHS respondents  
spend **8 hours or more**  
per day on campus

## ONLINE EDUCATION

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**74%**

of SMHS Students attend  
**only traditional on-campus classes**

**67%**

of non-SMHS  
respondents attend  
**only traditional classes**

**59%**

of SMHS students have  
participated in **online or  
blended/hybrid courses.**



**15%**

of those students feel that  
these courses have provided  
**great benefit to their studies.**

## SIMULATION

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54%

of SMHS students participate in **simulation.**



87%

feel that simulation is **somewhat to extremely important** to a medical and health sciences education

## DISSECTION

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73%

of SMHS students and faculty participate in **anatomy dissection lab.**



77%

rate anatomy dissection **extremely important** to their education/instruction.



65%

**strongly disagree** that virtual anatomy labs provide comparable learning experiences to cadaver based anatomy lab.

## SPACIAL CHARACTERISTICS

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Respondents learn/teach/work best in the following environments:

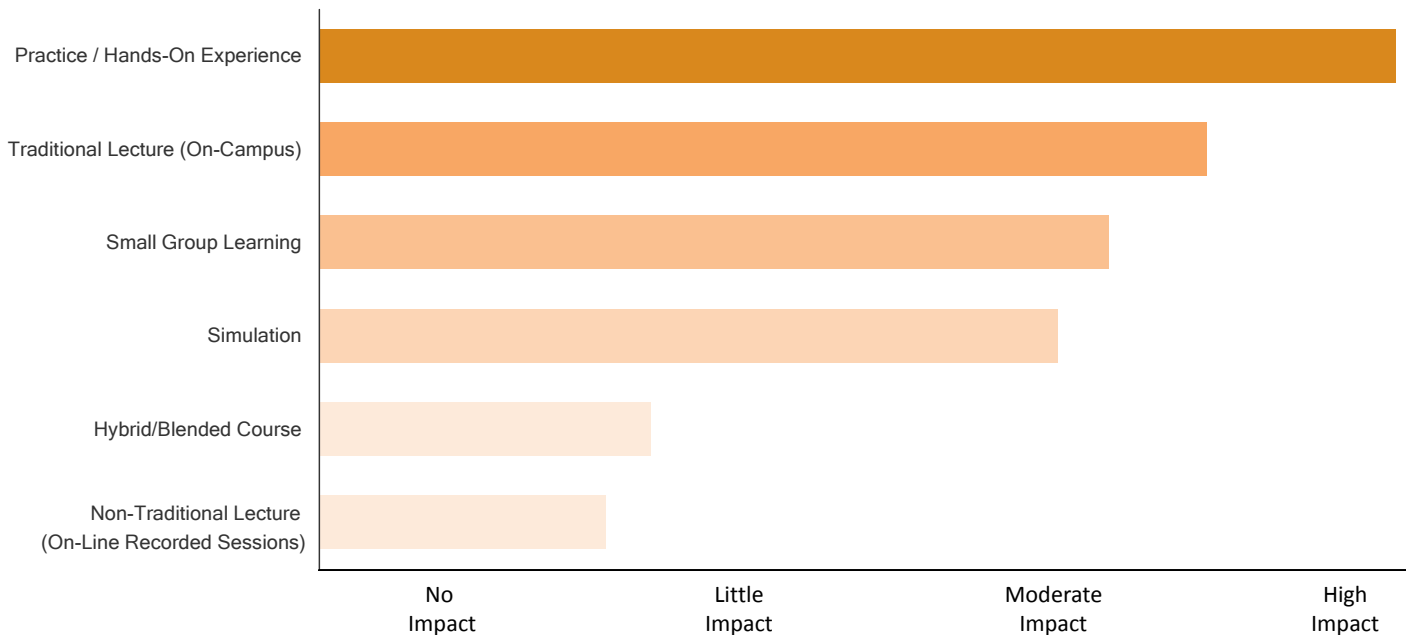
**comfortable**  
**calm**  
**peaceful**  
**collaborative**

**72%**  
prefer informal  
spaces over formal

## SPACIAL CHARACTERISTICS

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Impact on respondents education



## LOOKING FORWARD

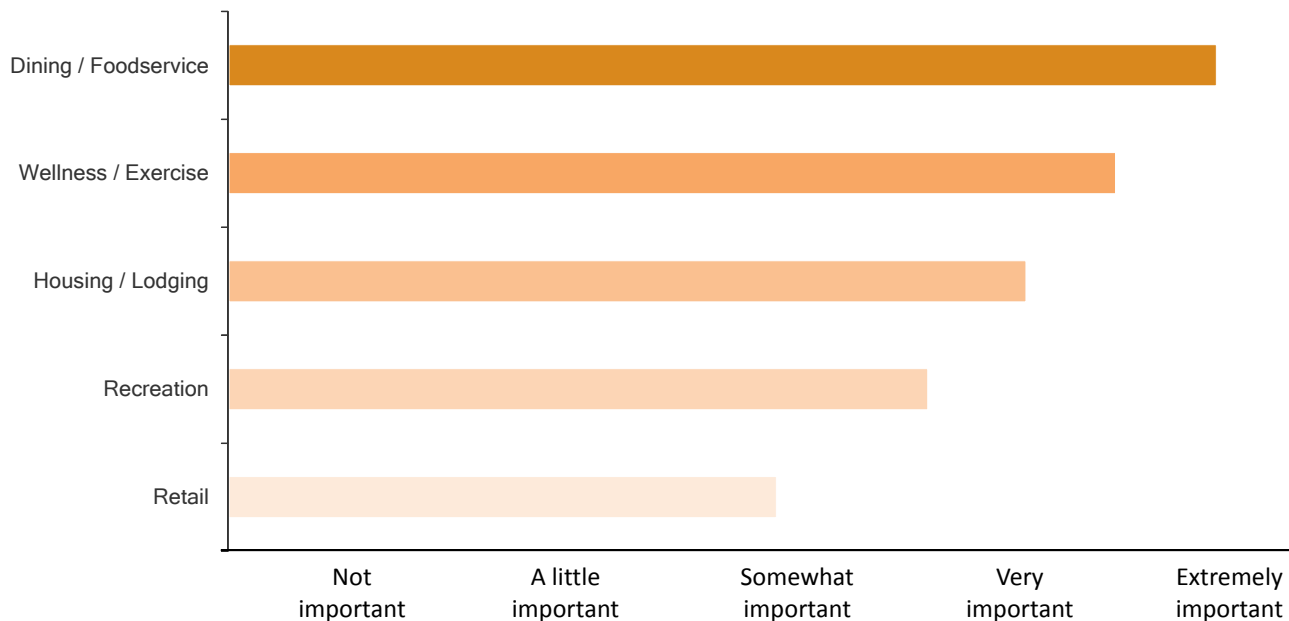
Existing SMHS Facilities:

**outdated**  
**confined**  
**separated**  
**detached**

Future SMHS Facilities:

**modern**  
**welcoming**  
**collaborative**  
**connected**

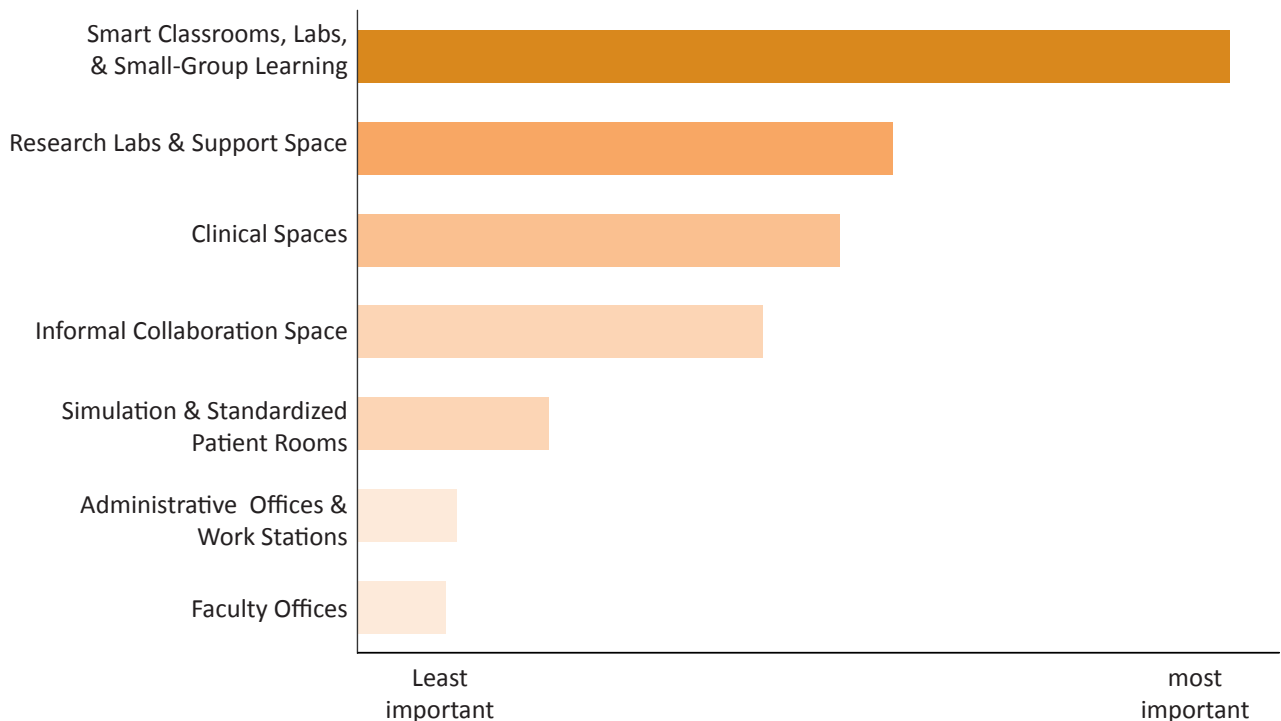
Importance of proximity to the new SMHS facility



Respondents rated the following amenities **most important**:

**individual study areas**  
**small meeting spaces**  
**collaboration spaces**  
**large meeting spaces**

Respondents ranked the following space types from highest to lowest priority for the new facility









# GENERAL INFORMATION

## QUESTION 1 - SMHS Affiliation

*Are you currently affiliated with the School of Medicine and Health Sciences?*

**Yes** 485 (60.9%)

Students 295  
Faculty & Staff 190

**No** 312 (39.1%)

Students 147  
Faculty & Staff 134

## QUESTION 2 - Status

*Specify if you are a:*

All Respondents			SMHS	
Answer Options	Response Percent	Response Count	Response Percent	Response Count
Current Undergraduate Student	25.5%	196	23.3%	113
Current Graduate Student	26.6%	205	35.1%	170
Incoming Undergraduate Student	3.5%	27	0.8%	4
Incoming Graduate Student	1.9%	15	1.7%	8
Faculty Member	15.7%	121	18.0%	87
Staff Member	26.8%	206	21.1%	102
	answered question	770		484
	skipped question	33		1

### QUESTION 3 - Program

*Which program are you most closely affiliated with?*

SMSH			Students		Faculty & Staff	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Athletic Training / Sports Medicine	3.1%	13	3.8%	11	1.5%	2
Basic Sciences	19.7%	83	13.4%	39	33.8%	44
Cytotechnology	0.2%	1	0.3%	1	0.0%	0
Histotechnology	0.0%	0	0.0%	0	0.0%	0
Management / Administration	5.9%	25	0.3%	1	18.5%	24
MD/PhD Program	13.5%	57	12.8%	37	15.4%	20
Medical Laboratory Science	11.9%	50	15.2%	44	4.6%	6
Occupational Therapy	22.8%	96	26.6%	77	13.8%	18
Physician Assistant	6.7%	28	9.0%	26	1.5%	2
Physical Therapy	15.4%	65	17.9%	52	10.0%	13
Public Health	3.8%	16	2.8%	8	6.2%	8
Other (please specify) *		63		7		56
	answered question	421		290		130
	skipped question	64		5		59

- \* All of the above.
- Alumni and Community Relations
  - Anatomy and Cell Biology
  - Biomedical engineering
  - Building services
  - Center for Rural Health (5)
  - Clinical medicine
  - CRH (2)
  - Dean's office
  - Do photography work for all the above departments.
  - Education
  - Family medicine
  - I do Photography for all the above named departments
  - Information Resources (3)
  - Intern for the Biochemistry and molecular biology department
  - ITS
  - Lab Research
  - Library (5)
  - MD program
  - Medical Education (2)
  - Medical Library
  - Medicine
  - Nursing (2)
  - Pathology
  - Pre-Medicine/Biology
  - Rural Health (16)
  - Rural Health & Pathology
  - Simulation (2)
  - Student Affairs
  - Student Services
  - Support Resources
  - Support Services
  - Support Staff
  - Would rather not say

# CAMPUS INFORMATION

## QUESTION 4 - Location

*Which UND School of Medicine and Health Sciences campus do you attend most frequently?*

SMHS			Students		Faculty & Staff	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Main Campus (Grand Forks)	94.1%	450	94.5%	276	93.5%	173
Minot Location	0.0%	0	0.0%	0	0.0%	0
Fargo Location	1.0%	5	0.3%	1	2.2%	4
Bismarck Location	1.7%	8	1.4%	4	2.2%	4
Remote Clinical Sites	1.3%	6	2.1%	6	0.0%	0
Not Applicable	1.9%	9	1.7%	5	2.2%	4
answered question		478		292		185
skipped question		7		3		4

## QUESTION 5 - Class Type

*What type of class do you attend or instruct?*

All Respondents			Students		Faculty & Staff	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Traditional Courses (On-Campus)	51.5%	382	71.9%	300	25.2%	76
Online Courses	1.5%	11	2.6%	11	0.0%	0
Both Traditional and Online	13.9%	103	18.2%	76	9.0%	27
Not Applicable	33.2%	246	7.2%	30	65.8%	198
answered question		742		417		301
skipped question		61		26		27

SMHS			Students		Faculty & Staff	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Traditional Courses (On-Campus)	58.8%	281	74.0%	216	34.6%	64
Online Courses	0.8%	4	1.4%	4	0.0%	0
Both Traditional and Online	17.4%	83	21.2%	62	11.4%	21
Not Applicable	23.0%	110	3.4%	10	54.1%	100
answered question		478		292		185
skipped question		7		3		4

## QUESTION 6 - Days On Campus

*On average, how many days per week are you on campus?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
1 day	0.9%	7	1.2%	5	0.7%	2
2 days	0.8%	6	0.2%	1	1.7%	5
3 days	0.7%	5	0.2%	1	1.3%	4
4 days	2.8%	21	3.4%	14	2.3%	7
5 days	85.8%	632	86.0%	357	87.7%	263
Not applicable	9.0%	66	8.9%	37	6.3%	19
	answered question	737		415		300
	skipped question	66		28		28

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
1 day	1.1%	5	1.0%	3	1.1%	2
2 days	0.8%	4	0.3%	1	1.6%	3
3 days	0.4%	2	0.0%	0	1.1%	2
4 days	2.9%	14	2.8%	8	3.3%	6
5 days	89.1%	423	88.6%	257	89.7%	165
Not applicable	5.7%	27	7.2%	21	3.3%	6
	answered question	475		290		184
	skipped question	10		5		5

## QUESTION 7 - Time On Campus

*When on-campus, how much time do you spend at the School of Medicine and Health Sciences facilities on a daily average?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Less than 2 hours per day	14.6%	108	16.6%	69	11.0%	33
2 to 4 hours per day	8.1%	60	12.3%	51	2.3%	7
4 to 8 hours per day	24.7%	182	32.0%	133	15.7%	47
More than 8 hours per day	27.8%	205	20.0%	83	40.5%	121
Not applicable	24.8%	183	19.0%	79	30.4%	91
answered question		738	415		299	
skipped question		65	28		29	

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Less than 2 hours per day	6.1%	29	8.2%	24	2.7%	5
2 to 4 hours per day	10.7%	51	14.8%	43	3.8%	7
4 to 8 hours per day	36.5%	174	44.3%	129	24.3%	45
More than 8 hours per day	42.6%	203	28.5%	83	64.9%	120
Not applicable	4.2%	20	4.1%	12	4.3%	8
answered question		477	291		185	
skipped question		8	4		4	

# LEARNING ENVIRONMENTS

## QUESTION 8 - Learning Environments

*In which sort of environment do you learn/teach/work best?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Active	40.7%	272	45.1%	175	34.2%	89
Calm	60.7%	406	62.6%	243	58.1%	151
Comfortable	83.1%	556	84.5%	328	81.9%	213
Collaborative	46.9%	314	45.4%	176	49.6%	129
Formal	14.3%	96	13.7%	53	15.0%	39
Informal	44.2%	296	44.1%	171	46.2%	120
Peaceful	49.6%	332	50.3%	195	50.0%	130
Private	34.8%	233	33.0%	128	38.5%	100
Public	9.7%	65	10.6%	41	8.1%	21
Secluded	18.7%	125	24.5%	95	11.2%	29
answered question		669		388		260
skipped question		134		55		68

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Active	42.3%	194	46.6%	132	34.9%	61
Calm	61.0%	280	62.5%	177	58.3%	102
Comfortable	82.8%	380	83.4%	236	81.7%	143
Collaborative	47.5%	218	47.0%	133	48.0%	84
Formal	13.5%	62	11.7%	33	16.0%	28
Informal	43.1%	198	40.6%	115	47.4%	83
Peaceful	50.1%	230	49.8%	141	50.9%	89
Private	38.6%	177	35.3%	100	44.0%	77
Public	9.4%	43	10.2%	29	7.4%	13
Secluded	19.8%	91	24.7%	70	12.0%	21
answered question		459		283		175
skipped question		26		12		14

## QUESTION 9 - Active/Calm

*In which sort of environment do you learn/teach/work best?*

### All Respondents

	Very Active	Mostly Active	No Opinion	Most Calm	Very Calm	Rating Average	Response Count
All	52	224	49	278	60	3.11	663
Students	37	125	22	160	43	3.12	387
Faculty & Staff	13	91	25	109	17	3.10	255
answered question							663
skipped question							140

### SMHS

	Very Active	Mostly Active	No Opinion	Most Calm	Very Calm	Rating Average	Response Count
SMHS	34	153	28	196	44	3.14	455
Students	25	93	14	122	28	3.12	282
Faculty & Staff	9	59	14	74	16	3.17	172
answered question							455
skipped question							30

## QUESTION 10 - Collaborative/Secluded

*In which sort of environment do you learn/teach/work best?*

### All Respondents

	Very Collab.	Mostly Collab.	No Opinion	Mostly secluded	Very secluded	Rating Average	Response Count
All	48	306	92	193	20	2.74	659
Students	31	169	48	120	15	2.79	383
Faculty & Staff	13	129	40	69	5	2.70	256
answered question							659
skipped question							144

### SMHS

	Very Collab.	Mostly Collab.	No Opinion	Mostly secluded	Very secluded	Rating Average	Response Count
SMHS	35	215	56	135	13	2.73	454
Students	22	132	33	85	8	2.73	280
Faculty & Staff	12	83	23	50	5	2.73	173
answered question							454
skipped question							31



## QUESTION 11 - Formal/Informal

*In which sort of environment do you learn/teach/work best?*

All Respondents							
	Very Formal	Mostly Formal	No Opinion	Mostly Informal	Very Informal	Rating Average	Response Count
All	14	142	111	349	41	3.40	657
Students	9	85	78	182	29	3.36	383
Faculty & Staff	5	52	29	156	12	3.46	254
answered question							657
skipped question							146

SMHS							
	Very Formal	Mostly Formal	No Opinion	Mostly Informal	Very Informal	Rating Average	Response Count
SMHS	9	97	75	238	34	3.42	453
Students	5	59	59	135	22	3.39	280
Faculty & Staff	4	37	16	103	12	3.48	172
answered question							453
skipped question							32

## QUESTION 12 - Open/Structured

*In which sort of environment do you learn/teach/work best?*

All Respondents							
	Very Open	Mostly Open	No Opinion	Mostly Structured	Very Structured	Rating Average	Response Count
All	23	214	104	283	39	3.15	663
Students	15	108	64	165	31	3.23	383
Faculty & Staff	7	99	34	114	6	3.05	260
answered question							663
skipped question							140

SMHS							
	Very Open	Mostly Open	No Opinion	Mostly Structured	Very Structured	Rating Average	Response Count
SMHS	15	140	67	209	26	3.20	457
Students	11	79	45	123	22	3.24	280
Faculty & Staff	4	60	22	86	4	3.15	176
answered question							457
skipped question							28

## QUESTION 13 - Public/Private

*In which sort of environment do you learn/teach/work best?*

### All Respondents

	Very Public	Mostly Public	No Opinion	Mostly Private	Very Private	Rating Average	Response Count
All	9	155	171	301	21	3.26	657
Students	7	83	104	174	15	3.28	383
Faculty & Staff	2	69	58	119	6	3.23	254
						answered question	657
						skipped question	146

### SMHS

	Very Public	Mostly Public	No Opinion	Mostly Private	Very Private	Rating Average	Response Count
SMHS	4	103	101	227	17	3.33	452
Students	3	62	72	132	11	3.31	280
Faculty & Staff	1	40	29	95	6	3.38	171
						answered question	452
						skipped question	33

## QUESTION 14 - Online/Hybrid Courses

*Have you participated in online or blended/hybrid education courses?*

All Respondents			Students		Faculty & Staff	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	48.5%	321	56.7%	217	37.1%	96
No	51.5%	341	43.3%	166	62.9%	163
	answered question	662		383		259
	skipped question	141		60		69

SMHS			Students		Faculty & Staff	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	51.9%	236	58.6%	164	40.8%	71
No	48.1%	219	41.4%	116	59.2%	103
	answered question	455		280		174
	skipped question	30		15		15

## QUESTION 15 - Online/Hybrid Impact

*Do you feel that online or blended/hybrid education courses benefited your studies or instruction?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
No Benefit	7.8%	43	9.1%	30	5.3%	11
Some Benefit	36.4%	201	42.6%	141	26.7%	55
Great Benefit	14.5%	80	14.8%	49	14.6%	30
Not Applicable	41.3%	228	33.5%	111	53.4%	110
answered question		552		331		206
skipped question		251		112		122

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
No Benefit	8.8%	33	10.6%	25	5.8%	8
Some Benefit	38.4%	144	44.7%	105	27.3%	38
Great Benefit	16.0%	60	15.3%	36	17.3%	24
Not Applicable	36.8%	138	29.4%	69	49.6%	69
answered question		375		235		139
skipped question		110		60		50

# LOOKING FORWARD

## QUESTION 16 - Current SMHS Facilities

*Choose 3 words that best describe the current UND School of Medicine and Health Sciences:*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Approachable	17.3%	102	19.9%	67	14.1%	33
Collaborative	13.2%	78	14.8%	50	11.5%	27
Confined	27.5%	162	23.1%	78	33.8%	79
Connected	9.2%	54	8.9%	30	9.8%	23
Detached	29.0%	171	24.6%	83	32.5%	76
Diverse	14.1%	83	13.4%	45	16.2%	38
Dull	14.2%	84	15.1%	51	12.8%	30
Iconic	5.9%	35	5.6%	19	6.4%	15
Identifiable	16.3%	96	14.5%	49	18.8%	44
Integrated	7.1%	42	7.7%	26	6.0%	14
Inter-professional	13.9%	82	15.1%	51	12.0%	28
Livable	11.2%	66	9.2%	31	14.1%	33
Modern	5.4%	32	7.4%	25	3.0%	7
Open	8.6%	51	10.7%	36	6.0%	14
Outdated	38.1%	225	31.2%	105	47.9%	112
Prestigious	14.6%	86	18.1%	61	10.3%	24
Secure	9.3%	55	11.6%	39	6.8%	16
Separated	31.7%	187	30.3%	102	32.9%	77
Sustainable	7.5%	44	7.7%	26	7.3%	17
Welcoming	18.5%	109	21.1%	71	15.4%	36
	answered question	590		337		234
	skipped question	213		106		94

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Approachable	19.1%	83	21.6%	57	15.4%	26
Collaborative	14.3%	62	16.7%	44	10.7%	18
Confined	29.3%	127	23.5%	62	38.5%	65
Connected	9.9%	43	8.7%	23	11.8%	20
Detached	25.3%	110	22.0%	58	30.2%	51
Diverse	15.4%	67	14.8%	39	16.6%	28
Dull	15.0%	65	14.4%	38	15.4%	26
Iconic	3.7%	16	3.8%	10	3.6%	6
Identifiable	14.5%	63	13.3%	35	16.6%	28
Integrated	6.9%	30	8.0%	21	5.3%	9
Inter-professional	14.5%	63	16.7%	44	11.2%	19
Livable	12.2%	53	10.6%	28	14.8%	25
Modern	5.1%	22	7.2%	19	1.8%	3
Open	8.5%	37	11.0%	29	4.7%	8
Outdated	42.2%	183	32.2%	85	58.0%	98
Prestigious	11.1%	48	15.5%	41	4.1%	7
Secure	10.6%	46	12.5%	33	7.7%	13
Separated	28.6%	124	29.2%	77	27.2%	46
Sustainable	7.8%	34	7.6%	20	8.3%	14
Welcoming	20.5%	89	24.2%	64	14.8%	25
	answered question	434		264		169
	skipped question	51		31		20

## QUESTION 17 - Future SMHS Facilities

**Choose 3 words that best describe the UND  
School of Medicine and Health Sciences of the future:**

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Approachable	18.2%	107	18.2%	107	18.6%	43
Collaborative	33.0%	194	33.0%	194	41.6%	96
Confined	0.9%	5	0.9%	5	0.9%	2
Connected	29.3%	172	29.3%	172	33.8%	78
Detached	1.2%	7	1.2%	7	1.3%	3
Diverse	15.1%	89	15.1%	89	12.6%	29
Dull	0.5%	3	0.5%	3	0.4%	1
Iconic	7.3%	43	7.3%	43	3.0%	7
Identifiable	11.2%	66	11.2%	66	11.7%	27
Integrated	20.4%	120	20.4%	120	21.2%	49
Inter-professional	27.2%	160	27.2%	160	28.6%	66
Livable	9.2%	54	9.2%	54	9.5%	22
Modern	45.7%	269	45.7%	269	40.7%	94
Open	15.5%	91	15.5%	91	14.3%	33
Outdated	0.5%	3	0.5%	3	0.4%	1
Prestigious	29.3%	172	29.3%	172	27.7%	64
Secure	9.2%	54	9.2%	54	13.4%	31
Separated	1.4%	8	1.4%	8	1.7%	4
Sustainable	16.0%	94	16.0%	94	21.6%	50
Welcoming	37.1%	218	37.1%	218	39.8%	92
	answered question	588		588		231
	skipped question	215		215		97

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Approachable	17.3%	75	17.4%	46	17.3%	29
Collaborative	34.8%	151	29.4%	78	43.5%	73
Confined	0.2%	1	0.0%	0	0.6%	1
Connected	31.3%	136	28.7%	76	35.1%	59
Detached	0.7%	3	0.4%	1	1.2%	2
Diverse	16.1%	70	18.1%	48	13.1%	22
Dull	0.5%	2	0.4%	1	0.6%	1
Iconic	7.4%	32	9.8%	26	3.6%	6
Identifiable	10.6%	46	9.4%	25	12.5%	21
Integrated	22.1%	96	21.5%	57	23.2%	39
Inter-professional	29.5%	128	28.7%	76	30.4%	51
Livable	9.9%	43	8.7%	23	11.9%	20
Modern	47.7%	207	51.7%	137	41.7%	70
Open	15.0%	65	15.8%	42	13.7%	23
Outdated	0.2%	1	0.4%	1	0.0%	0
Prestigious	25.8%	112	28.3%	75	22.0%	37
Secure	10.6%	46	7.2%	19	16.1%	27
Separated	1.4%	6	1.1%	3	1.8%	3
Sustainable	14.7%	64	9.4%	25	23.2%	39
Welcoming	38.0%	165	37.0%	98	39.3%	66
	answered question	434		265		168
	skipped question	51		30		21

## QUESTION 18 - Amenities

*Please rate the following amenities on a scale of importance to you:*

### All Respondents

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count	
Café / Dining Services	43	73	182	160	126	15	3.50	599	
Collaboration Spaces	12	39	111	242	175	16	3.97	595	
Computer Lab	39	45	92	173	229	21	3.95	599	
Individual Study Areas	18	30	87	181	249	31	4.18	596	
Large Meeting Spaces	9	50	139	219	165	13	3.87	595	
Lockers/Showers/Changing Facilities	135	126	128	95	81	35	2.94	600	
Lounge Area	19	84	191	183	107	13	3.53	597	
Outdoor Environments	40	95	167	158	122	12	3.44	594	
Small Meeting Spaces	7	37	142	220	176	14	3.94	596	
								answered question	600
								skipped question	203

### Students

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count	
Café / Dining Services	26	42	113	85	68	9	3.45	343	
Collaboration Spaces	5	26	61	144	100	6	3.95	342	
Computer Lab	13	22	52	106	145	6	4.06	344	
Individual Study Areas	5	14	43	101	172	6	4.29	341	
Large Meeting Spaces	7	41	85	121	80	8	3.73	342	
Lockers/Showers/Changing Facilities	66	68	80	57	59	14	3.05	344	
Lounge Area	6	38	102	114	75	8	3.69	343	
Outdoor Environments	16	49	81	102	84	7	3.62	339	
Small Meeting Spaces	6	25	91	127	86	6	3.82	341	
								answered question	344
								skipped question	99

### Faculty & Staff

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count	
Café / Dining Services	15	28	62	68	57	6	3.60	236	
Collaboration Spaces	7	13	47	88	68	10	3.97	233	
Computer Lab	25	22	37	63	73	15	3.77	235	
Individual Study Areas	13	16	39	72	70	25	4.04	235	
Large Meeting Spaces	2	9	48	90	80	5	4.08	234	
Lockers/Showers/Changing Facilities	62	49	44	38	22	21	2.88	236	
Lounge Area	12	39	85	63	30	5	3.32	234	
Outdoor Environments	22	45	79	48	36	5	3.20	235	
Small Meeting Spaces	1	11	43	88	84	8	4.14	235	
								answered question	236
								skipped question	92



<b>SMHS</b>								
Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count
Café / Dining Services	33	50	133	122	96	5	3.49	439
Collaboration Spaces	9	30	83	174	134	5	3.94	435
Computer Lab	32	37	70	127	162	10	3.87	438
Individual Study Areas	16	27	63	126	185	19	4.13	436
Large Meeting Spaces	7	34	98	162	128	7	3.90	436
Lockers/Showers/Changing Facilities	98	89	88	73	69	22	2.98	439
Lounge Area	14	58	139	138	84	4	3.53	437
Outdoor Environments	30	74	122	112	92	4	3.40	434
Small Meeting Spaces	6	24	95	161	146	4	3.98	436
answered question								439
skipped question								46

<b>Students</b>								
Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count
Café / Dining Services	22	31	87	73	50	4	3.41	267
Collaboration Spaces	3	19	44	113	83	3	3.99	265
Computer Lab	8	17	42	83	115	2	4.07	267
Individual Study Areas	4	12	34	76	138	1	4.26	265
Large Meeting Spaces	5	26	67	96	67	5	3.79	266
Lockers/Showers/Changing Facilities	46	55	58	48	51	9	3.11	267
Lounge Area	5	28	75	94	62	3	3.71	267
Outdoor Environments	10	40	61	81	67	3	3.63	262
Small Meeting Spaces	5	17	69	100	72	2	3.84	265
answered question								267
skipped question								28

<b>Faculty &amp; Staff</b>								
Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count
Café / Dining Services	11	19	46	48	46	1	3.60	171
Collaboration Spaces	6	11	39	61	50	2	3.85	169
Computer Lab	24	20	28	44	46	8	3.54	170
Individual Study Areas	12	15	29	50	46	18	3.92	170
Large Meeting Spaces	2	8	31	66	61	2	4.07	170
Lockers/Showers/Changing Facilities	52	33	30	25	18	13	2.78	171
Lounge Area	9	30	64	43	22	1	3.25	169
Outdoor Environments	20	34	61	30	25	1	3.05	171
Small Meeting Spaces	1	7	26	61	73	2	4.20	170
answered question								171
skipped question								18

## QUESTION 19 - Proximity

*Please rate the importance of the new SMHS's proximity to the following activities:*

### All Respondents

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count	
Dining / Foodservice	30	68	172	206	110	11	3.55	597	
Housing / Lodging	117	105	158	128	61	28	2.99	597	
Recreation	149	156	157	89	30	16	2.57	597	
Retail	258	174	102	27	16	20	2.04	597	
Wellness / Exercise	74	109	162	149	87	15	3.19	596	
								answered question	598
								skipped question	205

### Students

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count	
Dining / Foodservice	13	39	109	123	49	9	3.54	342	
Housing / Lodging	49	55	91	93	43	12	3.18	343	
Recreation	65	90	89	64	25	10	2.78	343	
Retail	138	101	59	19	14	12	2.14	343	
Wellness / Exercise	28	57	89	93	65	10	3.41	342	
								answered question	343
								skipped question	100

### Faculty & Staff

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count	
Dining / Foodservice	16	27	54	79	57	2	3.60	235	
Housing / Lodging	68	42	61	32	15	16	2.71	234	
Recreation	79	62	59	23	5	6	2.28	234	
Retail	109	67	40	8	2	8	1.94	234	
Wellness / Exercise	44	50	67	49	20	5	2.86	235	
								answered question	235
								skipped question	93

### SMHS

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count
Dining / Foodservice	24	50	125	151	83	4	3.53	437
Housing / Lodging	101	79	113	90	35	19	2.85	437
Recreation	117	113	114	65	20	8	2.50	437
Retail	203	124	69	19	10	12	1.96	437
Wellness / Exercise	56	81	114	112	68	6	3.17	437
answered question								438
skipped question								47

### Students

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count
Dining / Foodservice	12	34	87	91	38	4	3.45	266
Housing / Lodging	44	46	71	72	27	7	3.05	267
Recreation	53	67	73	51	18	5	2.73	267
Retail	115	75	46	16	8	7	2.06	267
Wellness / Exercise	25	43	65	74	55	4	3.39	266
answered question								267
skipped question								28

### Faculty & Staff

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Not Applicable	Rating Average	Response Count
Dining / Foodservice	12	16	38	59	45	0	3.64	170
Housing / Lodging	57	33	42	17	8	12	2.54	169
Recreation	63	46	41	14	2	3	2.14	169
Retail	87	49	23	3	2	5	1.81	169
Wellness / Exercise	31	38	49	37	13	2	2.82	170
answered question								170
skipped question								19

## QUESTION 20 - Methods

*How do the following methods affect your learning and/or teaching?*

### All Respondents

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	N/A	Rating Average	Response Count
Traditional Lecture (On-Campus)	10	39	158	322	64	3.50	593
Small Group Learning	12	69	187	264	61	3.32	593
Practice / Hands-On Experience	4	10	54	465	58	3.84	591
Simulation	22	57	152	263	93	3.33	587
Non-Traditional Lecture (On-Line Recorded Sessions)	76	190	154	81	89	2.48	590
Hybrid/Blended Course	57	150	137	87	158	2.59	589
						answered question	593
						skipped question	210

### Students

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	N/A	Rating Average	Response Count
Traditional Lecture (On-Campus)	3	17	99	221	4	3.58	344
Small Group Learning	7	48	127	158	4	3.28	344
Practice / Hands-On Experience	0	4	26	310	4	3.90	344
Simulation	8	31	106	176	20	3.40	341
Non-Traditional Lecture (On-Line Recorded Sessions)	48	135	97	47	17	2.44	344
Hybrid/Blended Course	31	110	80	52	70	2.56	343
						answered question	344
						skipped question	99

### Faculty & Staff

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	N/A	Rating Average	Response Count
Traditional Lecture (On-Campus)	6	21	53	90	60	3.34	230
Small Group Learning	4	20	55	94	57	3.38	230
Practice / Hands-On Experience	3	6	28	137	54	3.72	228
Simulation	13	25	42	74	73	3.15	227
Non-Traditional Lecture (On-Line Recorded Sessions)	26	45	54	33	69	2.59	227
Hybrid/Blended Course	25	36	49	33	84	2.63	227
						answered question	230
						skipped question	98

**SMHS**

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	N/A	Rating Average	Response Count
Traditional Lecture (On-Campus)	5	27	104	250	50	3.55	436
Small Group Learning	5	45	135	204	47	3.38	436
Practice / Hands-On Experience	2	5	33	352	43	3.88	435
Simulation	18	42	116	183	72	3.29	431
Non-Traditional Lecture (On-Line Recorded Sessions)	54	139	112	63	65	2.50	433
Hybrid/Blended Course	38	118	97	62	118	2.58	433
answered question							436
skipped question							49

**Students**

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	N/A	Rating Average	Response Count
Traditional Lecture (On-Campus)	1	11	71	183	2	3.64	268
Small Group Learning	3	32	105	126	2	3.33	268
Practice / Hands-On Experience	0	2	15	250	1	3.93	268
Simulation	7	23	87	134	14	3.39	265
Non-Traditional Lecture (On-Line Recorded Sessions)	34	108	77	39	10	2.47	268
Hybrid/Blended Course	21	90	65	40	51	2.57	267
answered question							268
skipped question							27

**Faculty & Staff**

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	N/A	Rating Average	Response Count
Traditional Lecture (On-Campus)	4	16	32	67	48	3.36	167
Small Group Learning	2	13	30	77	45	3.49	167
Practice / Hands-On Experience	2	3	18	101	42	3.76	166
Simulation	11	19	29	48	58	3.07	165
Non-Traditional Lecture (On-Line Recorded Sessions)	19	31	35	24	55	2.59	164
Hybrid/Blended Course	17	27	32	22	67	2.60	165
answered question							167
skipped question							22

## QUESTION 21 - Priorities

**Please rank the following space types from highest to lowest priority for a new facility:**

### All Respondents

Answer Options	1	2	3	4	5	6	7	*Rating Average	Response Count
Administrative Offices & Workspaces	79	42	35	47	90	129	157	4.80	579
Clinical Spaces	83	112	99	102	78	61	45	3.59	580
Faculty Offices	23	76	57	76	85	147	116	4.77	580
Informal Collaboration Space	34	72	120	119	106	56	72	4.12	579
Research Labs & Support Space	99	96	93	94	100	51	47	3.59	580
Smart Classrooms, Labs, & Small-Group Learning Spaces	218	105	72	61	43	61	20	2.77	580
Simulation & Standardized Patient Rooms	44	77	104	81	78	75	121	4.35	580
answered question									580
skipped question									223

### Students

Answer Options	1	2	3	4	5	6	7	Rating Average	Response Count
Administrative Offices & Workspaces	26	23	18	22	49	80	112	5.22	330
Clinical Spaces	57	65	59	67	43	24	16	3.33	331
Faculty Offices	9	27	23	44	45	103	80	5.17	331
Informal Collaboration Space	26	43	74	63	69	25	31	3.92	331
Research Labs & Support Space	55	67	52	53	55	24	25	3.48	331
Smart Classrooms, Labs, & Small-Group Learning Spaces	130	64	41	32	23	30	11	2.66	331
Simulation & Standardized Patient Rooms	28	42	64	50	47	45	55	4.21	331
answered question									331
skipped question									112

### Faculty & Staff

Answer Options	1	2	3	4	5	6	7	Rating Average	Response Count
Administrative Offices & Workspaces	50	19	17	22	41	44	36	4.14	229
Clinical Spaces	23	39	35	35	33	36	28	4.03	229
Faculty Offices	14	45	31	31	36	39	33	4.22	229
Informal Collaboration Space	8	28	44	49	32	28	39	4.36	228
Research Labs & Support Space	41	27	37	38	40	25	21	3.73	229
Smart Classrooms, Labs, & Small-Group Learning Spaces	79	41	28	24	20	30	7	2.93	229
Simulation & Standardized Patient Rooms	14	30	37	30	27	27	64	4.59	229
answered question									229
skipped question									99

\* A lower rating average indicates a higher priority.

<b>SMHS</b>									
Answer Options	1	2	3	4	5	6	7	*Rating Average	Response Count
Administrative Offices & Workspaces	60	33	30	35	69	88	116	4.74	431
Clinical Spaces	63	71	69	74	61	53	40	3.74	431
Faculty Offices	18	54	42	59	65	110	83	4.77	431
Informal Collaboration Space	28	66	97	85	70	37	48	3.94	431
Research Labs & Support Space	79	70	64	65	74	43	36	3.60	431
Smart Classrooms, Labs, & Small-Group Learning Spaces	157	85	59	49	29	38	14	2.72	431
Simulation & Standardized Patient Rooms	26	52	70	64	63	62	94	4.50	431
answered question									431
skipped question									54

<b>Students</b>									
Answer Options	1	2	3	4	5	6	7	Rating Average	Response Count
Administrative Offices & Workspaces	19	16	16	16	40	64	91	5.28	262
Clinical Spaces	49	51	48	47	32	20	15	3.31	262
Faculty Offices	5	18	20	34	36	84	65	5.25	262
Informal Collaboration Space	23	39	59	51	51	16	23	3.79	262
Research Labs & Support Space	45	50	38	43	47	20	19	3.51	262
Smart Classrooms, Labs, & Small-Group Learning Spaces	104	55	35	27	14	20	7	2.54	262
Simulation & Standardized Patient Rooms	17	33	46	44	42	38	42	4.31	262
answered question									262
skipped question									33

<b>Faculty &amp; Staff</b>									
Answer Options	1	2	3	4	5	6	7	Rating Average	Response Count
Administrative Offices & Workspaces	40	17	14	19	29	24	25	3.90	168
Clinical Spaces	14	20	21	27	28	33	25	4.39	168
Faculty Offices	13	35	22	25	29	26	18	4.02	168
Informal Collaboration Space	5	27	37	34	19	21	25	4.18	168
Research Labs & Support Space	34	20	26	21	27	23	17	3.74	168
Smart Classrooms, Labs, & Small-Group Learning Spaces	53	30	24	22	15	18	6	2.96	168
Simulation & Standardized Patient Rooms	9	19	24	20	21	23	52	4.80	168
answered question									168
skipped question									21

## QUESTION 22 - Anatomy Labs

*Have or will you participate in an anatomy dissection lab?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	44.4%	267	63.9%	223	12.8%	30
No	55.6%	335	36.1%	126	87.2%	204
answered question		602		349		234
skipped question		201		94		94

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	50.8%	223	72.6%	196	15.5%	26
No	49.2%	216	27.4%	74	84.5%	142
answered question		439		270		168
skipped question		46		25		21



## QUESTION 23 - Anatomy Dissection

*Please rate the importance of anatomy dissection to your education / instruction.*

<b>All Respondents</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
1	2	18	34	215	1	4.70	271	
							answered question	271
							skipped question	532
<b>Students</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
1	1	13	31	179	0	4.72	225	
							answered question	225
							skipped question	218
<b>Faculty &amp; Staff</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
0	1	5	3	22	0	4.48	31	
							answered question	31
							skipped question	297
<b>SMHS</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
0	2	14	25	184	0	4.74	225	
							answered question	225
							skipped question	260
<b>Students</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
0	1	9	24	163	0	4.77	197	
							answered question	197
							skipped question	98
<b>Faculty &amp; Staff</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
0	1	5	1	20	0	4.48	27	
							answered question	27
							skipped question	162

## QUESTION 24 - Virtual Dissection

*Please rate the following statement: A virtual anatomy lab—which has virtual, 3-dimensional representations of the human body and body systems instead of cadavers—provides a comparable learning experience to a traditional, cadaver-based anatomy dissection lab.*

### All Respondents

Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count	
171	40	14	26	19	1	1.82	271	
							answered question	271
							skipped question	532

### Students

Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count	
142	34	9	23	16	0	1.83	224	
							answered question	224
							skipped question	219

### Faculty & Staff

Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count	
17	6	4	3	2	0	1.97	32	
							answered question	32
							skipped question	296

### SMHS

Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count	
148	36	9	20	12	0	1.72	225	
							answered question	225
							skipped question	260

### Students

Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count	
131	30	7	17	11	0	1.71	196	
							answered question	196
							skipped question	99

### Faculty & Staff

Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count	
16	6	2	3	1	0	1.82	28	
							answered question	28
							skipped question	161

## QUESTION 25 - Simulation Participation

*Have you or will you participate in simulation?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	38.1%	225	47.5%	162	26.5%	61
No	61.9%	366	52.5%	179	73.5%	169
answered question		591		341		230
skipped question		212		102		98

<b>SMHS</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	45.6%	196	53.8%	142	32.1%	53
No	54.4%	234	46.2%	122	67.9%	112
answered question		430		264		165
skipped question		55		31		24

## QUESTION 26 - Simulation Importance

*Please rate the importance of simulation environments to a health sciences and medical education:*

<b>All Respondents</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
14	25	106	177	174	85	3.95	581	
							answered question	581
							skipped question	222
<b>Students</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
12	19	73	98	81	53	3.77	336	
							answered question	336
							skipped question	107
<b>Faculty &amp; Staff</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
2	4	31	74	88	28	4.22	227	
							answered question	227
							skipped question	101
<b>SMHS</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
14	21	86	131	123	55	3.87	430	
							answered question	430
							skipped question	55
<b>Students</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
12	17	63	76	57	39	3.66	264	
							answered question	264
							skipped question	31
<b>Faculty &amp; Staff</b>								
Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count	
2	3	23	55	66	16	4.21	165	
							answered question	165
							skipped question	24

## QUESTION 27 - Research Participation

*Have you or will you participate in research?*

<b>All Respondents</b>			<b>Students</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	35.2%	212	32.3%	112	39.4%	93
No	64.8%	391	67.7%	235	60.6%	143
	answered question	603		347		236
	skipped question	200		96		92

<b>SMHS</b>			<b>Student</b>		<b>Faculty &amp; Staff</b>	
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Yes	36.9%	162	32.8%	88	42.9%	73
No	63.1%	277	67.2%	180	57.1%	97
	answered question	439		268		170
	skipped question	46		27		19

## QUESTION 28 - Research Importance

*Please rate the following statements:*

### All Respondents

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
The new building must have a Vivarium	9	6	74	45	37	37	3.56	208
Open and flexible labs would be preferred as opposed to closed and less flexible labs	15	21	21	67	69	15	3.80	208
I would be willing to share major pieces of expensive research equipment with other investigators	1	17	27	64	65	33	4.01	207
The building should facilitate interaction between different research groups	1	10	9	73	107	9	4.38	209
I foresee core research labs in the new building	3	5	30	67	87	17	4.20	209
My office space needs to be in close proximity to my research lab	4	12	36	46	73	36	4.01	207
answered question								210
skipped question								593

### Students

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
The new building must have a Vivarium	4	2	44	26	14	22	3.49	112
Open and flexible labs would be preferred as opposed to closed and less flexible labs	7	12	7	35	44	7	3.92	112
I would be willing to share major pieces of expensive research equipment with other investigators	0	9	16	34	36	16	4.02	111
The building should facilitate interaction between different research groups	1	5	7	44	48	7	4.27	112
I foresee core research labs in the new building	1	2	14	42	42	11	4.21	112
My office space needs to be in close proximity to my research lab	0	7	22	21	35	25	3.99	110
answered question								112
skipped question								331

### Faculty & Staff

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
The new building must have a Vivarium	5	4	28	18	23	12	3.64	90
Open and flexible labs would be preferred as opposed to closed and less flexible labs	8	8	14	32	22	6	3.62	90
I would be willing to share major pieces of expensive research equipment with other investigators	1	8	11	30	25	15	3.93	90
The building should facilitate interaction between different research groups	0	5	2	28	54	2	4.47	91
I foresee core research labs in the new building	2	3	15	24	41	6	4.16	91
My office space needs to be in close proximity to my research lab	4	3	13	24	37	10	4.07	91
answered question								92
skipped question								236

### SMHS

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
The new building must have a Vivarium	9	5	57	32	32	27	3.54	162
Open and flexible labs would be preferred as opposed to closed and less flexible labs	15	18	16	54	50	10	3.69	163
I would be willing to share major pieces of expensive research equipment with other investigators	1	14	23	49	49	25	3.96	161
The building should facilitate interaction between different research groups	1	7	9	58	81	7	4.35	163
I foresee core research labs in the new building	3	5	27	46	68	14	4.15	163
My office space needs to be in close proximity to my research lab	4	6	29	32	61	29	4.06	161
answered question								164
skipped question								321

<b>Students</b>								
Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
The new building must have a Vivarium	4	2	37	19	10	18	3.40	90
Open and flexible labs would be preferred as opposed to closed and less flexible labs	7	11	7	29	30	6	3.76	90
I would be willing to share major pieces of expensive research equipment with other investigators	0	8	13	27	27	14	3.97	89
The building should facilitate interaction between different research groups	1	4	7	36	36	6	4.21	90
I foresee core research labs in the new building	1	2	12	32	33	10	4.18	90
My office space needs to be in close proximity to my research lab	0	3	17	15	30	23	4.11	88
answered question								90
skipped question								205
<b>Faculty &amp; Staff</b>								
Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
The new building must have a Vivarium	5	3	20	12	22	9	3.69	71
Open and flexible labs would be preferred as opposed to closed and less flexible labs	8	7	9	25	19	4	3.59	72
I would be willing to share major pieces of expensive research equipment with other investigators	1	6	10	22	21	11	3.93	71
The building should facilitate interaction between different research groups	0	3	2	22	44	1	4.51	72
I foresee core research labs in the new building	2	3	15	14	34	4	4.10	72
My office space needs to be in close proximity to my research lab	4	2	12	17	31	6	4.05	72
answered question								73
skipped question								116



# ENVISION

## QUESTION 29 - Looking Forward

*Please rate the following statements. It is important for the new building to be:*

<b>All Respondents</b>							
Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	Rating Average	Response Count
Sustainably designed	4	8	22	83	87	4.18	204
LEED Certified	10	10	73	63	47	3.63	203
Blended with the existing campus	7	11	34	81	73	3.98	206
A reflection of North Dakota	10	15	52	67	62	3.76	206
Modern appearance	15	9	39	72	70	3.84	205
Architectural Showstopper	33	30	62	51	29	3.06	205
answered question							206
skipped question							597
<b>Students</b>							
Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	Rating Average	Response Count
Sustainably designed	1	4	14	42	48	4.21	109
LEED Certified	4	2	41	37	24	3.69	108
Blended with the existing campus	4	6	19	41	39	3.96	109
A reflection of North Dakota	4	9	27	36	33	3.78	109
Modern appearance	5	4	19	38	43	4.01	109
Architectural Showstopper	13	16	32	28	20	3.24	109
answered question							109
skipped question							334
<b>Faculty &amp; Staff</b>							
Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	Rating Average	Response Count
Sustainably designed	3	4	7	38	37	4.15	89
LEED Certified	6	8	29	25	21	3.53	89
Blended with the existing campus	3	4	14	38	32	4.01	91
A reflection of North Dakota	6	6	22	29	28	3.74	91
Modern appearance	9	5	19	32	25	3.66	90
Architectural Showstopper	19	13	27	22	9	2.88	90
answered question							91
skipped question							237

**SMHS**

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	Rating Average	Response Count
Sustainably designed	4	4	18	67	68	4.19	161
LEED Certified	8	5	61	54	31	3.60	159
Blended with the existing campus	7	9	30	67	48	3.87	161
A reflection of North Dakota	7	14	43	53	44	3.70	161
Modern appearance	13	6	33	58	51	3.80	161
Architectural Showstopper	27	24	50	43	17	2.99	161
answered question							161
skipped question							324

**Students**

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	Rating Average	Response Count
Sustainably designed	1	2	14	35	36	4.17	88
LEED Certified	2	1	37	31	16	3.67	87
Blended with the existing campus	4	5	17	37	25	3.84	88
A reflection of North Dakota	2	8	24	31	23	3.74	88
Modern appearance	5	3	17	33	30	3.91	88
Architectural Showstopper	11	14	28	24	11	3.11	88
answered question							88
skipped question							207

**Faculty & Staff**

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	Rating Average	Response Count
Sustainably designed	3	2	4	31	32	4.21	72
LEED Certified	6	4	24	23	14	3.49	71
Blended with the existing campus	3	4	13	30	22	3.89	72
A reflection of North Dakota	5	6	19	22	20	3.64	72
Modern appearance	7	3	16	25	21	3.69	72
Architectural Showstopper	15	10	22	19	6	2.88	72
answered question							72
skipped question							117

## QUESTION 31 - Library of the Future

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*Please describe the library of the future.*

1. It will include room for all health care professional programs and facilitate research and collaboration.
2. Significant resources and ample access to librarians/courses to aid in utilizing these resources.
3. Open, much more computerized environment.
4. Space will not be turned into office at the expense of getting throwing away literature and reference materials. there will be individual study rooms for that fit one person that have an outlet and a shelf to store books and study materials. Possibly for daily checkout. There will be several meeting rooms to accommodate groups of 3-10 that will be available only by reservation. All disciplines will have a lounge to use connected to the library. Card access will allow 24 hour access to study areas of the library or there will be longer hours or access to department areas.
5. One with privacy and places for quiet study but also allows for collaboration between the health sciences
6. 1-Mostly online Journals with free online access to faculty and students  
2- State-of -the Arts computers, screens, while paint walls  
3- Quite areas for reading, studying  
4- Relaxing environment  
5- comfortable seating for small and large group interactions  
6- Open areas with sufficient light that simulates outdoor environemnt
7. I personally go to the library once once or twice a month for primary articles ... If the library wants to start having all of the journals available online ... great! But until then it is vital to keep the primary literature available even in paper form.
8. easy access to research articles
9. Availability of multiple study rooms and areas to study to accommodate to the needs of te students utilizing the areas. The area for studying for students needs to be larger than the current library. Multiple different areas for studying allows for more quiet designated areas to improve the setting to study. Operating hours of the library is needed to accommodate to evening studying.
10. accessible!
11. Place to access online resources and place to study for students.
12. Access to as many journals as possible. More science career resources. Quick interlibrary loan services. Plenty of computers with access to printers, internet, and word processor.
13. A place where students can meet to work online or to meet for group projects and to access materials for thier classes
14. a place to actualy study, not just look good or have afeww computers or a chair or 3. must b be adequately large to accommodate all students in all programs housed in the med school

15. Open space, with lots of study room.
16. Resourceful.
17. more open general area, more computers, private study ROOMS with either plinths (lab tables) or desks for small group work and practice of therapy techniques
18. The library of the future in my mind would be spacious with a flowing design that allows for separate and distinct areas for periodicals, texts, technology, work space, and meeting space.
19. Electronic resources.
20. Continued availability of computers, scanners, copiers. Space for groups to meet as well as individuals. A quiet atmosphere with not a lot of distractions near the library.
21. I realize the library of the future likely has fewer books and journals, however access to them remains critical, along with strong access to reference librarian assistance.
22. Large collection of resources, physical and electronic. Spaces for quiet study, spaces for group study. Access to a vast array of electronic resources with available computers.
23. A very modern space that incorporates study, collaboration and accessibility. It needs to feature spaces to work privately and publicly. A lot of sunlight is very important physiologically and mentally thus it should have lots of open spaces in which you can have shades and bright pure sunlight coming through. Less artificial light during the day plus it saves on cost for energy.
24. Modern. Comfortable. Quiet. Plenty of computers and printers.
25. Most done online. Little space needed for books.
26. Lots of quiet places to study AND places which allow talking and working together - which could mean a coffee-shop-type atmosphere. "Home-away-from-home" spaces for students to leave and secure winter coats, boots, backpacks, computers, books, etc. Resources, which means access to books, periodicals, and online versions of each, AND also means access to librarians. Places for librarians to conduct one-on-one hands-on training. Spaces for librarians to collaborate, meet, work together.
27. Hub of activity divided between noisy and quiet sections
28. Collaborative, small group meeting areas. Access to a vast array of online research journals and scholarly and wellness/health-relevant materials. Open to the public. Access to knowledgeable reference/resource people. Housing hard copy materials only of great importance to each discipline.
29. Tons of easily accessible recourses!!!!
30. Modern, technology savvy, few actual paper books, reference librarians, high student use.
31. Less physical with books and journals, more and more electronic. The Harley French should be a free resource to all citizens of ND on-line. It is for the good of the state and all her citizens.
32. high tech with lots of electronics but some books
33. Very few stacks. Mainly areas for study and research by individuals and small groups. No need for traditional-type library.
34. Less traditional books, more group study areas. More electronic access. More social and comfortable all around.
35. Virtual
36. Very elegant.

37. blend and electronic resources
38. Virtual library; modern facility, informal study/meeting rooms
39. Digital
40. We still need books.
41. Quiet spaces, lots of technology and computers, small rooms for groups to work, minimal physical books, no physical journals - HIGH QUALITY electronic journal access, and more interactive electronic books/access.
42. I have recently graduated from the UND Occupational Therapy Program so I will not personally be benefiting from this new building; however, I do wish that the department of occupational therapy would be integrated into this new design. I feel that the library should have an open space (quiet room) and also individual rooms for people to study as small groups. The computer lab and library should be separate to decrease the amount of distraction when trying to study.
43. materials available to individual office computers
44.
  1. Larger - the current library is routinely packed full of students trying to learn.
  2. Has small rooms with locked doors where students can check out keys for X hours at a time. You could easily charge a lot of money for this, and you would quickly regain any expenditures. Examples: Rosalind-Frankling School of Medicine and Health Sciences (a 24/7 study area and library which has lead to a statistically significant increase in standardized testing scores) and BSU which is close to the Bismarck Veterans Library, which in turn has spaces like these already available.
  3. Treated with respect and reverence. Every medical school which has a library provides the students with a study area that is less trafficked than a coffee shop. And besides, there are over a dozen computer labs at UND already. We do NOT need more computers.
45. Increasingly a resource that is covered by online availability
46. Needs to be a mix of the old and the new; needs to be attentive to changes in librarianship of recent time but flexible to move into next generation of technology.
47. Open, well-lit spaces both large and small to accommodate students' needs regarding individual and group work. Available, cutting-edge technology at students' disposal. Ecologically friendly and sustainable. Centrally located within walking distance of key parts of campus, to allow for ease of access by students at any time of day. Employees should be in large enough numbers to offer help to students with questions, and should be knowledgeable in their respective areas of study.
48. Digital resources for what researchers and scholars need. Period. Saving and maintaining the priceless books and other scholarly materials currently in our possession and curating and acquiring more with some intentional purpose of distinguishing ourselves in a particular scholarly area. More and better collaboration between library staff and research/scholarly activity of the faculty and students.
49. A computer at your desk
50. Adequate space for both individual and group study; up-to-date electronic resources; modern technology; comprehensive electronic journal access; very few books on shelves; expert reference and information resource personnel

51. I do not know.
52. N/A
53. The Library of the Future is located in Bismarck ND, has many open spaces for people to "accidentally" thus igniting creative crosstalk across not only medical fields but all the other graduate departments on the UND campus. (see the book "Imagine" published ~2011) The aesthetic appearance of the facade created in art deco style inspires students and faculty a sense of lofty graduation and progressive focus on higher achievements. This library will provide access to a menagerie of online texts not currently offered to the students in their academic pursuits. Will have ample parking just for medical students. There will be showering facilities for those whom live across town and want to clean up and be efficient with time. This building will have lots of plants in the sunny spots. Many of the study spaces are along south windows because this is the only chance for students to get sun in the winter (school year). The fundamental idea leading the construction design of the the Library of the Future is to provide an encouraging and inspiring environment for students to learn and not to be the cheapest constructed job lacking vision. The entrance should be somewhat grand and give pride to those walking through each day.
54. sustainable, Universal Design and designed for minimum of 25 year plan - room for additions [flexible to adapt to future needs], collaboration spaces for faculty, research and students, ability to include multiple disciplines for maximum wholistic and holistic approaches to support healthcare initiative, close to existing facilities (animal lab, classrooms, lecture halls) and central to campus, utilize existing facilities so that expansion is warranted and not achieved by abandoning useful physical spaces, digital interactive ability for online classes, library resources, research collaboration, etc. CENTRAL to Campus + amenities. Bookstore, parking availability, previous facilities, Memorial Union/bus route - University Ave., Good Travel route - Columbia Road ... to 6th ave. - gives straight access to Altru (Columbia road) or to EGF or Hiways for travel.
55. Lots of computers, collaboration stations, group meeting areas, and study areas.
56. The library of the future has the same atmosphere as the current SMHS library. When you walk in, it's quiet and comfortable. If there is more than one floor to this new library, the top floor is for the "serious studies" and students who need that absolute quiet space to focus. The main floor has many computers and tables to work at, because tables make it easier to spread out our homework. Next to the computers, there are stands to set our homework on because looking up and down constantly at papers/books we need to use is bad for our posture and spine. There are two collaboration stations on a different level or in a different space where groups can work together and not worry about interfering with other students' studies (like the collaboration station that was just put in the basement of the library). There are multiple rooms where groups can go in and meet to talk about projects or study together for upcoming exams, while excluding themselves from the quiet atmosphere of the library. That is how I envision the library of the future. A place where serious students who need that absolute quiet can go, a place where collaboration and group discussion can take place, and a place where computers and tables are spread about to provide a relaxed, yet working environment.
57. an area where group work can be completed and an area that's private and absolutely quiet for studying. Individual cubicals for studying would be nice.
58. The library would be more beneficial if it contained more tables/individual desks next to outlets. Brighter lighting, because it is dark in certain areas of the library.
59. Plenty of computers, big tables for studying as well as smaller cubby areas, easy to access books/library and a calm non distracting environment for studying.
60. Well organized

61. The library of the future will most likely be a place with numerous table and work areas for students to use laptops and their own material to study. In addition the library should have a copy of all required and recommended texts on hand for students to look at. The library should have fewer in house physical journal articles as most students currently use online databases for any of their research needs.
62. Many up-to-date peer reviewed journals by a large variety of disciplines, up-to-date books on many different topics, study rooms with windows to promote natural lighting and doors so that group discussions can be held without distracting other students, meeting rooms, comfortable tables and chairs, and knowledgeable library staff, and a spacious interior.
63. Quiet study space. Mostly electronic books and only paper if necessary.
64. A small computer section, a few study tables and reading areas, organized books and shelves with a front desk near the entrance.
65. On-line.
66. Huge, modern, more tech savvy, updated reading material
67. Hard copy a must
68. In warm colors, spacious study (individual and group) areas with outlets for laptops, have more journals available online.
69. It is important the new medical school building fits into the collegiate gothic look, not a modern building that does not fit in, like the new Alumni Center is awful as is the REAC building because they do not fit into the campus architectural look. The Chester Fritz Auditorium is still ugly 40 years later because it does not fit in.
70. Online
71. High tech with ample work and collaboration spaces. Access to world-wide resources.
72. Should have access to lead scientific journals as in Nature, Cell
73. A quality on-line expertise is essential!
74. Mixture of Mac and Window Machines. comfortable seating and work space around the computers to lay out papers or documents.
75. meeting rooms, computers and desktops, study spaces, printers, scanners, online database for all books, group study rooms
76. Largely automated with integrated query system able to assist via tablet or smart phone in locating research materials in the physical library and online. Useful items would be restrooms on each floor, help desks or kiosks on each floor, moveable stacks (with safety stops), plenty of seating areas with tables, plenty of natural light, computer areas on each floor, and small conference nooks for private study groups to discuss without affecting others. A beautiful building would be nice, however function over form is my running motto when working on a budget. An atrium would be nice with study area for a year round out doors feeling.
77. Incorporates technology, fancy modern style, allows for e books and e renting. Strong wireless. One that is designed off modern trends and can be seen as a 21st century workspace. Not only does that look good but even something as simple as a modern library can show perspective students the school is cutting edge. Case and point even though the aerospace complex does not look at all like the rest of the campus it was the first thing I saw about this school and that impressed me so much I actually looked into this school.

- 78. will not be libraries as all will be on line, attainable in your office
- 79. Paper Libraries are really a thing of the past. Future libraries will mainly have support staff for assisting with electronic access to journals/research materials/. Maybe a central section with necessary reference material. Interlibrary loan.
- 80. Open to all students with outlets and workspaces for students taking priority.
- 81. online - web based.
- 82. Just a computer lab. 99% of what I read is quickly available online. The future library will lack physical books.
- 83. Full resources, connectivity
- 84. I have no ideas.
- 85. Contains books that are necessary for all majors. Is able to do inter library loan.
- 86. 24/7
- 87. the future is now
- 88. Interactive and connected
- 89. The library of the future needs to have adequate space for physical copies of books and journals. Not everything is available electronically, and there are many under-recognized advantages to having physical books and journals.

The library is also an ideal place to incorporate study spaces, meeting rooms, and collaborative spaces.

- 90. online with a small footprint for books and journals
- 91. A computer.  
Private study space is the closest parallel.
- 92. Electronic access to a large variety of high tier basic and clinical research journals
- 93. lots of study space. Big tables. books are not that important.
- 94. Access to any major resource .
- 95. Open, spacious, but has secluded hide-away study spaces and group study rooms.
- 96. Individual kiosks with computers/printers for searching/accessing/printing articles; must have compatibility with tablets, iPads etc for downloading reading materials



# COMMENTS

1. I am staff, so office environment is VERY important to me, BUT I did rank the student needs well above staff.
  2. More space to expand the CLS program. It is too cramped and more space would allow for a better learning environment.
  3. I strongly feel that the cadaver lab is extremely important to benefit the learning of students. I am an occupational therapy graduate student and I learn through hands on activity. Completing a dissection myself and having the experience of learning through being in the lab has increased my abilities as an OT today. I feel that a stimulation would not be as effective of a learning tool.
  4. No two cadavers look exactly alike. Part of the experience is seeing first hand the variations. A simulated experience is unable to fully capture this. My cadaver experience gave me more appreciation for the human body that looking at a picture no mater how well depicted lacked. It was the hands on experience that made the difference in my education at UND.
  5. The anatomy cadaver lab was a challenge for me but I would not want this experience to be taken away. The practical application of what the body actually looks like was so helpful and I believe it greatly impacted my ability to understand how the body works by using a hands on experience.
  6. Larger labs would be extremely beneficial with computers at each lab station.
  7. I have had a positive experience with the hands on cadaver lab and feel I was provided with the best opportunity to enhance my understanding and knowledge of the human body. This further has been a positive impact on my ability to be successful in the occupational therapy program!
  8. There's needs to be more study spaces, areas for groups to meet, and a computer lab where groups can meet.
  9. As a future physical therapist, I feel very strongly that other students should be able to physically dissect cadavers as I was. There is NOTHING like actually feeling various tissue types and experiencing the body in a three dimensional fashion right in your hands; even a three dimensional simulation falls short because things could be perceived as different from reality. With multiple cadavers in to view, inaccurate perception of an anatomical structure is nearly impossible.
  10. I graduated from the UND OT program in 2000. I had cadaver lab both as a pre-req to the program and full dissection once I was in the program. It is of critical importance that you keep that element to your programming. Now having worked as a clinician for 13 years, I have worked with both OT and PT's who came from schools that utilized computer programs instead of cadaver labs and it made a huge difference in their understanding of the human body, anatomy, and how to facilitate the body during therapy. I would strongly ask that you reconsider it. The caliber of the Med School associated programs is what continues to make UND an elite school. Downgrading to technology instead of cadavers would be detrimental. Thanks for considering those points.
  11. The main reason I took this survey was because I heard about the potential to eliminate the traditional cadaver lab. I am a tactile, hands-on learner and I would have never gotten through anatomy without the cadaver lab. Having the traditional lab is one of the things that has made my education at UND unique to other people going into the same profession as me. I have taken a couple anatomy courses and was a teaching assistant for an anatomy course and cannot express the benefit of working with cadavers. I think that the 3-D imaging could be supplemental, however, I do not feel that it can replace the learning that takes place when working with cadavers. Although I will no longer be in school upon completion of the building, I am excited for the growth of the SMHS. Proud to be a UND student!
  12. UND's MLS summer program is one of the largest in America. It would be nice for the laboratory space to reflect that. Better technology breeds better students and an even more prestigious program.
  13. I would prefer a smaller lab in environment. 40 students in one lab is stressful in a learning experience. It is hard to get your questions answered right away. Also, a smaller lab in environment with more hands on would be VERY beneficial. Before coming to the summer program for MLS, I came from a smaller school. I love that environment because it is more interactive with faculty and I feel as though I learn better this way.
- UND has been great to me so far. I feel very knowledgeable from my summer experience. The faculty and the TA's are amazing at what they do. The only thing I would change is the lab environment. It is compact, and at times stressful. In a learning environment I believe it to be more interactive and less "clustered". I know in the workforce it will be sometimes considered stressful, but when I learn I like to take my time in a relaxed environment.
14. I think that cadaver labs are very important to health professionals. A virtual experience does not compare to the real thing. Having a cadaver lab is one of the pros of choosing UND over other schools that don't have that same opportunity available. Lab space is very much needed for the PT department and without pillars to have to look through so you can see what's going on in the front of the room.
  15. I am very impressed with the SMHS as it is. The labs are very high tech and user friendly. The only thing I would change is the space. Instead of two lab rooms, I would like to see a large lab that can accommodate a large group of people comfortably. It would also be nice to have a large coat rack for lab coats. The iPad works well for demonstrations but it seems like the TAs have very little space for demonstrations. Maybe a central lab table elevated in the front of the room with a larger projector for demonstrations would be more convenient.
  16. Merger of OT and PT departments is not acceptable unless the number of labs and other rooms are more than double of what they are currently. Scheduling conflicts will arise as the class sizes grow.
  17. I think that it is extremely important to have cadaver lab. I learned more than I ever would actually gain through the cadaver than looking at a computer screen. Also, I think it is important to have student lounges within each department. It is really nice to have a fridge and microwaves in the PT department so students can eat warm healthy meals so that we are able to stay satisfied longer while studying.
  18. The opportunity to learn anatomy from cadavers was a HUGE benefit to my learning at UND. Learning from technology or representation does not provide real-life experience in understanding anatomy. Having cadavers available for learning impacted my decision to attend UND. The question about a virtual lab space concerns me that quality of education in this area will decrease using that methodology.
  19. I have recently graduated from the occupational therapy program, and feel that the cadaver anatomy was one of the most beneficial courses that I took while in the program. That is one of the main reasons I chose the University of North Dakota over other colleges. The hands-on experience provides much more opportunity for education and growth of knowledge than a simulation can.
  20. Th occupational therapy is currently disconnected from the School of Medicine, regarding both physical location and mentality surrounding OT as a integral partner in the medical team. Physical incorporation into the School of Medicine is a very positive step in moving forward. I am a STRONG supporter of keeping the cadaver lab. It provided an irreplaceable learning experience that helped me prepare for my future career more than any virtual representation could.
  21. Please do not get rid of cadaver anatomy, I had simulated/picture anatomy during my undergrad years at a different college and learned far less than I did in cadaver anatomy. I would not have chose und OT without the cadaver anatomy.
  22. A gross anatomy dissection is an essential and integral part of a health science education
  23. UND SMHS has a great potential -- silos no longer work. Combination of sequestered and shared space is needed. Core faculty need to be State of the Arts -- students need an inviting and progressive environment -- Exercise and food/drink facilities are essential -- Lots of light and efficient work space essential -- Student and Postdocs' work stations adjacent to lab benches -- Highly efficient wireless high speed internet essential -- Anti rooms harboring high end equipment or to be used for specialized functions needed-- Accessible core facilities with high-end equipment to support advanced molecular, cellular and genomic research. Interactions between Basic & Medical researchers and students; clean environment all over -- efficient storage areas -- Conference rooms and kitchenettes outside laboratories -- Indoor food services
  24. Don't skimp on the important details. Don't need to regret making room sizes bigger or something to that effect in 5 to 10 years. Plan for the future!
  25. The current building is wonderful. Thank you for allowing our input.
  26. Clinical space for occupational therapy is very important and something that is severely lacking in the current arrangement (Hyslop).
  27. I feel that quite a few of these questions are useless ... of course we want the new building to be modern and comfortable ... If we didn't say this would you try to make the med school uncomfortable? I think you need to focus on the larger issues such as sharing work/lab space and specifically which departments/PI's are going to move to the new building because different types of research require different tools. Personally, I am happy where I am... I have a desk next to my lab bench and I can go a day without being bothered but I can also open one door and "collaborate" with the lab next door.
  28. As a UND graduate my cadaver lab education and knowledge of anatomy is what separates me from my peers.
  29. An new school is needed to allow for ALL health disciplines to be integrated instead of segregating some professionals. This school should be designed for the purpose of excelling students abilities in hands on services for the best education. The new building needs to accommodate to students and professionals who are assisting students on furthering their education. More money should be spent on the needs and purpose of the facility rather than the look ad architected of the building.
  30. I took an undergraduate anatomy class with cadaver lab at Missouri State University and thought it was one of the most beneficial class of my pre-PA studies. I cannot think of a better way to learn anatomy than hands on cadaver lab. I took an online anatomy class during my first year in PA at UND and was VERY disappointed in the lack of knowledge that I took home. Please think about the importance of hands on labs compared to saving a few dollars and having a 3-D online course (which in my experience was sub-par of a traditional cadaver lab).
  31. NICE SIZED SINKS!!!! that are usable!
  32. We currently have students sitting on the floors in the hallways in order to work on group projects. We have students who live in dorms or apartments who are begging for SILENT study spaces so that they can take online tests. Physical Therapy students are doing examinations and observations in the food court. The need for student space of all three types (collaboration, solitary, and hands on) cannot be less of a priority than form that cries out prestige but holds no function.
  33. I visit frequently with advising students from both on campus and off campus. Students that come in from off campus often identify the reason they switch to UND is because of the cadaver labs. I feel it is highly important to maintain these labs as it makes the UND medical school unique. There needs to be 'regular' classroom space, not just the technology/simulated labs and research. Thank you!
  34. I personally would like to see a space for the Occupational Therapy program in the new building. This is the only program that is a part of the school of medicine and health sciences and it is not in the current building. I would like to see that changed. No one program that is a part of the school is bigger nor more important than others. I feel the current school is primarily focused to providing private spaces to M.D. students. I'd like to see the new school be more open to each program that belongs to the school of medicine.
  35. In relation to faculty offices, for those who are heavily involved in teaching, offices must be large enough to hold at least three or four students at a time as well as have space to contain a couple of years of past examinations that must be kept on hand, books, teaching peripherals, and standard office furniture including a desk with a large enough surface that it can be shared by the faculty member and a student or two they are collaborating with on a project at any given time.
  36. The question on the classroom choices seems to focus on the needs of the medical students, with minimal understanding of the needs of the Health Science students. I am dismayed that tours focused only on medical schools, and did not include tours of research labs or health science programs.
- In my view, the new building should serve a multitude of curriculum designs, teaching/learning preferences, and accreditation requirements. The building will (hopefully) be present for decades, and the curricula and T&L methodologies will certainly change during those decades. I am not certain that diversity of need is clearly discussed or addressed in the current presentations.
37. The most important things needed I think would be lab space for everyone and different places students can go to study. These areas are where most students spend a lot of their time. We do spend time in the classrooms but it's normally not for more than an hour or hour and a half at a time.
  38. School of Medicine is the most important College of the future
  39. nice building but like Mayo dim lights a bit and develop the entrances.
  40. Coming from a student who has taken a cadaver lab in the past as well as a virtual class, using a cadaver lab is WAY more beneficial to learning. Having a cadaver lab at UND is one of the reasons I decided to come to this university. Having a cadaver lab is what distinguishing UND from other schools and therefore makes UND a highly credited school. It would be a BIG mistake to remove this lab from programs.
  41. I think that the new school should include sections of secluded study areas designated for the

- different areas. I think it is rather disappointing the lack of an area for MLS students to have private studying or even a space to heat up their lunches. I also do not think that the focus should be on these SCALE up rooms and group learning rooms. If these are going to be included they should not be the main focus.
42. I feel that the anatomy cadaver lab was incredibly important to my education and would be sad to see it go. It would be an unfortunate loss to all medical students.
43. As a student who has not only taken the cadaver anatomy lab but also as a teaching assistant for the course, I feel that it has made a great impact of my learning. I feel much more confident in my abilities as a future practitioner to have had that opportunity to work in the cadaver lab as well as teach others in that environment. Having the cadaver lab sets us above from other schools with simulated learning and it has been a great benefit to my education.
44. 24 hr access for full time enrolled graduate students is a necessity for research, meeting rooms, and computer labs in order to maximize our learning experience!
45. The importance of cadaver labs in anatomy cannot be emphasized enough. Models provide input but do not begin to create the understandings that viewing multiple cadavers in a lab setting does. Each person/cadaver is a little different and encourages students to understand the possibilities of these differences. In addition, the opportunity to dissect, view and handle muscles, venous supply and nerves is extremely valuable to student learning.
46. Cadaver Lab: we have a camera we use for demos in the PT department I really like, it would be nice to have the same thing like a camera for 1 body to help follow along with or demo as its hard for 40+ students to crowd around 1 table
- Computer lab: for some reason the computer OS seems so outdated, it would be nice if I could log into it with my student id/password and be able to save files to that account instead of having to email them out or they'll be erased
- Library: I would love to see small rooms with like a table for 5-6 people and giant monitor (currently like in the library low level) as all the other noise from others makes it hard to collaborate (also have more adapters instead of a VGA only as iPad/modern computer use only HDMI or just air display)
47. If collaborative space is going to be the theme, then all students, undergraduates, health science students, graduate students and medical students as well as faculty and staff should be held to the same standards of "shared space". There cannot be separate space for medical students/staff/faculty and shared space for all others.
48. I would like to see an OT clinic space that includes traditional OT space, but also the home environment with bedrooms, kitchen, bath, etc and community environment with store fronts, curbs, ramps, grocery store, etc. If we are leaders in home and community occupations and universal design, then our environment should be state of the art for promoting universal design. Thanks for asking for our input.
49. -Each faculty teacher should be given space where he/she can work comfortably; since one spends more than 30 hours a week in the school, faculty and staff should feel at home.
- Small group learning is one of the key features of the MD program and other health professions education programs at the UNDSMHS. There should be adequate number of "PCL rooms" with round tables and moveable light chairs in these rooms. The rooms should be designed in such a way that they could be used for multiple purposes. For example, the small group learning rooms can be easily converted into interviewing rooms (e.g. entry and exit interviews), or to student learning assessment rooms, for example, conducting multiple OSCE stations for the assessment of clinical competences.
- The lecture halls and the big auditoriums must be fully equipped digitally, such as having access to touch screens, computers, clickers, Wi Fi system, and other modern audio-visual equipments. The lecture halls should be big enough to accommodate interprofessional groups of students (e.g. medical, OT, PT etc) who can attend together certain lectures on topics of common interests.
- Overall, I believe that the new medical school building should reflect functional flow, creative dynamism, horizontal integration, interdisciplinary pursuits and collaborative spirit as the core philosophy guiding our academic and research programs rather than structural rigidity, separation of interests by narrow specialties, departmental territoriality, vertical hierarchy, and command structure. Above all, the new building should stand tall as a symbol of partnership between the UND medical and health professions education and the North Dakota health care system !
50. The anat lab is a vital component of our program and separates us from other programs.
51. I get the impression from presentations and discussions that the focus of the new building will be primarily on medical education at the expense of biomedical research. For example, vast majority of the July 9th meeting was to discuss patient sim labs, classrooms and PCL rooms. In fact, more time was spent discussing how the lobby should be organized than on the priority of research space. This predisposition of leadership greatly troubles me. I would like to hear more information on how this new building will facilitate biomedical research excellence.
52. I agree that natural light is very conducive to productivity and overall well-being - however, I don't want a "flashy" building that shows off tons of windows from a street view. I want a classy and classic building that's identifiable, but not over the top. The people of North Dakota are very practical. I also want a secure building for people and information/records; and ample room for people and housing their information/records.
53. The LEED importance should not outweigh the correct usage of the building. The Alumni center appears to be a gerbil run for those that work there and go there on a daily basis. The importance of the LEED appears to have won over the function of the building. The tiny glass enclosed offices for admissions is not welcoming or student centered in the least.
54. In relation to questions #23 and #24, the usage of cadavers creates a very active learning environment where small groups are made to investigate and collaborate as they hands-on problem-solve through the human body. Utilizing a computer system takes away the active and collaborative learning aspects which students seem to thrive on and will only increase the amount of "screen-viewing time" that students undergo.
55. Please ask the architects to ask the employees that actually work in the research and teaching labs, and lecture halls for input, not just management of a department.
56. I would strongly prefer that our office space is not set up in cubicles. Though I have very nice work colleagues. It would be so nice to have privacy to work with clients, be able to hear a work conversation without people talking in the background, and avoid my neighbors music choice, food chomping, or coughing.
57. Hopefully new building architectural design will reflect modern day medical science connections, not sterile room/office environments. Not a fan of the all glass exterior for fear of not only breaking glass and fishbowl environment feel, but also concern in respect to people with medical concerns such as migraines or movement/noise disturbances - being a prestigious medical facility/school.
58. We need space for storing our records and supplies at the point of use. Security is an issue for faculty, staff, and students but also for all of our information. I hope we can be more welcoming when people first enter the building. I also think the new building should look professional. It should stand out and represent North Dakota values and identity.
59. I think it is very important that faculty/staff from the same departments/programs are located in close proximity of one another; Also, I know that the idea of "smart" or "collaborative" classrooms are kind of the "in" thing right now, and I agree that that option is a valuable tool. However, at least when considering from the way our program's curriculum is structured, there is absolutely NO way that we could continue to teach our current curriculum with only smart classrooms. We need some "traditional" type classroom spaces large enough to lecture to large groups (80 or more) and administer tests.
60. As far as space choices, I didn't see regular classroom space listed.
61. While the new building will be a physical structure it needs to reflect the openness of the 21st Century and not be viewed as simply a physical structure. It needs to be open and accessible to all ND citizens - electronic access, and to actually be hospitable and welcoming to non-medical school personnel. We need to have meeting space for non-medical school groups, more and more efforts at outreach, particularly to rural citizens, and more opportunity for learning for K-12 students, and elders. It is a great opportunity to truly make the School open for all citizens. Something they are proud of and want to experience. We cannot be seen as elite, but must have a reputation as the "people's school."
62. The questionnaire broke many survey rules (e.g., balanced choices and questions that were not clear etc.). I do health services research (as does my whole center so most of what is asked is not at all relevant. The Center for Rural Health is one of the larger SMHS entities (50-55 employees). It only does a little teaching in the MPH program. It does not have students. It is basically a soft money research and service operation. There are only 9 faculty and the rest are staff. We have plus or minus 50 grants/contracts some of which go into the millions. We have literally all the federal programs for helping rural North Dakota per health. The CRH has five national centers (funded by the feds). We are three kinds of American Indian national centers. We are a national rural health research center. We operate the largest and most used rural web site and have 17 other web sites, including a federally funded health workforce information web site. There is much more. Our only natural collaborators are the MPH program and other American Indian programs in the school of medicine.
- Thus, the questions asked are not relevant to what we do. My (director) are with getting us adequate space for all employees (some of current space is absolutely awful). We are on 4 floors of the building so we need to be together so we can better collaborate internally. We need to be close to the MPH program for the same reasons. We currently have no eating area, no meeting rooms of our own, etc. etc. I could go on but I will cut this short. The bottom line is that I do want the new building to do what a medical school needs to do. However, per the CRH we need offices that are comfortable and we need an environment wherein we can meet and be together. These are our highest priorities. I need offices for faculty that will help me recruit and retain quality faculty -- and ditto on staff. We have staff who run programs in the millions of dollars. They too need quality offices.
- Gary Hart
63. Research space needs high priority. It needs to taken into account that during the summer, 50-70 additional undergraduate students will be working with faculty in the research labs and bench space will be required for all of them.
64. Some questions are unclear to me.
65. What about the staff not affiliated with educational departments. I saw nothing about us in this survey.
66. I believe that the anatomy cadaver lab is by far one of the best learning opportunities available through the school of medicine. In no way can you replace the knowledge gained from hands-on dissection of actual cadavers. By replacing these courses with virtual cadavers you would be a great disservice to all future students.
67. The items that are important to me in the new building:
1. Modern classrooms and PCL rooms to teach medical students and small rooms for teaching graduate/undergraduate students.
  2. Research space with sufficient space for me and my students to perform our bench work with small centrifuges, water baths, vortexers, etc. on the bench.
  3. Research space with my collaborators (~5-10 faculty) for: A. tissue culture room, B. equipment room for small equipment such as PCR machines, microscopes, spectrophotometers, larger centrifuges (bench), chemicals/balances/pH meters, freezers, refrigerators, water purification, etc. C. small amount of lockable storage closet for plastic-ware, supplies, etc. that can stack floor to ceiling. We have to be able to stock up on supplies we use.
  4. Office space that is at least 150 sq feet that contains ample bookshelves and file cabinets where I don't have to listen to my freezer and refrigerator hum constantly. I need this office space close to my laboratory. A little natural lighting in my office would be delightful but not as important as lighting in my lab.
  5. Student lab space that is close to or in the lab that allows for use of computers. Students doing bench work need areas where they can drink fluids that is close to the lab.
  6. Core facility large equipment rooms that will be shared with all faculty: Microscopy, Flow Cell Sorting, Proteomics/Mass Spec.
  7. At least 1 large(ish) lecture hall (can have flex seating) for seminars or larger classes, town hall meetings, etc.
  8. I'm mentioning this last but Air Quality, Water Quality, Steady Electrical Quality are all incredibly important to my work and need to be a high priority for the new building.
- Thank You!
68. Large integrated labs loved by administration and architects, hated by most researchers.
69. Rural Health & Indigenous Programs needs are not effectively represented in the survey.
70. Functionality over form is key because even the ugliest building has at least one flattering side for taking pictures. The little details that do not always get included into pictures, including properly designed small infrastructure such as sinks and ventilation, are important. For example, there should be NO WAY one toaster left on in the break room should force fire

- alarm to evacuate the entire building.
71. I hope that the occupational therapy department is included in this new building! We have been left out in the Hyslop and really don't have sufficient room for the number of students and faculty in the program. Thanks!
72. I strongly feel that the cadaver labs are beneficial to medical and health sciences education. I would rather see a professional that has worked on live cadavers than on a computerized cadaver lab.
73. I am an OT student at the Casper Campus in Wyoming. Therefore, I have input on some but not all aspects of the new building. Teleconferencing equipment is among our top priority at the CC campus because it greatly impacts our learning with the quality of the video and audio and the professor's ability to record lectures (to watch over again!) for the enhancement of our learning. Thanks!
74. Please consider expanding the library. It is invaluable to good studying.
75. Sufficient mass transit access ought to be a consideration, i.e., why cannot there be an appropriate bus stop, complete with a comfortable shelter, for the new building that is on the routes of the campus shuttle bus and C.A.T. as well as readily tied to access by taxi and para-transit users.
- Parking must be given a high priority in the sense of better integration of this part of campus into the overall parking arrangements. The irony is a multi-level parking structure on Sixth Avenue North on the north side of that street and south of the REA complex would have solved a whole lot of parking issues in the immediate past, present, and future had there been such a facility built at the same time as the REA in 2000-2001. That being said, there simply must be a convenient, safe, and comfortable way to get people from satellite parking lots through covered walkways or raised "gerbil tubes" akin to those on the west side of the campus.
- Finally, there ought to be more attention given to disseminating information about the progress of the project to the ENTIRE campus. The SMHS is a key part of UND, but its ongoing physical isolation from the historic core of the main campus is a sad commentary on land use planning on campus and in the immediate neighborhood. There really ought to be some type of "gateway" feeling from the northeast in that the intersection of Sixth Avenue North and North Columbia Road is a key node of interaction as well as a landmark site for the entire campus!
76. As a student from outside the SMHS, I appreciate the atriums and open spaces within the current SMHS (main building). They provide a nice environment in which to study and work with groups. From a student perspective, open spaces with natural lighting create a positive working environment that is conducive to studying. Unfortunately, this environment cannot be found in many locations on the UND campus. Additionally, outdoor seating/study areas are something greatly needed on this campus during the warmer months. The new patio at the Gorecki Alumni Center and the addition to the south side of O'Kelly/Ireland are great examples of what our campus needs more of.
77. It will be wonderful to have the OT students in the same building as the rest of the health professionals and have a quiet environment where medicine balls are not bounced against the wall or no music is blaring while they are trying to take a test.
78. I feel that it is extremely important to keep simulation labs and cadaver labs available to ALL health care related studies.
79. The cadaver lab has been extremely beneficial to my educational curriculum here at UND. It was a main feature that drew me to UND because I longed for a school that would give me the hands-on experience which would guide me to being the best clinician I possibly can be. If the cadaver lab is taken away I can guarantee you will lose a substantial amount of students applying to the medical science programs here at UND. The cadavers have provided me with an opportunity to expand my knowledge and take my knowledge beyond the basic step of understanding into actually knowing how the body works.
80. I believe the cadaver dissection labs are very beneficial to my education. I have learned an enormous amount of information through dissecting, seeing and touching in the lab. I believe my anatomy lab experience will help me in my future career.
81. I feel the anatomy cadaver lab has been particularly beneficial to my learning at UND. I am particularly a hands on learner and am honored to have to opportunity to work with cadavers, which I know is not as accessible to other programs.
82. The anatomy dissection labs have contributed tremendously to my learning experience. This hands-on type of environment has been compatible with my kinesthetic learning style, allowing me to fully grasp all there is to know about the human body. I had taken an anatomy class prior to attending the University of North Dakota in which online dissection labs were utilized. This made it much less realistic, and also made it difficult to relate back to an actual human body. Therefore, I feel the importance of actual labs is fundamental to the learning of students entering medical and other health related fields.
83. I feel that the cadaver labs are a huge asset to my education. I think many job outlooks look at UND for their high level of training with the cadaver labs. I chose UND for my undergrad because of how credible the professionals are because of their in depth research with the Deeded Body program. The cadaver lab would be a huge loss to the school and would be detrimental to my education if it were to be removed.
84. The cadaver lab has brought me an experience like none other. It is a complete honor and privilege to have the opportunity to work the cadaver program at UND. By having hands on experience with real cadavers I've been able to learn at a level my peers and classmates who had not had a cadaver lab did not. I've been better able to understand the Anatomy and Physiology of the human body. I am grateful for my experience and hope that UND continues with the cadaver program for the student health professionals of the future.
85. I cannot express enough excitement for the new medical building. The prestigious medical programs offered at the University of North Dakota are unbelievable and noticed around the country. But there is one major and imperative concern I have for the new building. There must be, without question, a hands-on cadaver lab offered in the new medical building. This is my third semester in a cadaver lab offered at the University of North Dakota, and these opportunities have allowed me to gain unexplainable amounts of in-depth information about the human body. I would have tremendously suffered as a student in the medical field if these classes were offered virtually. The opportunity to examine cadavers and uncover fascinating new structures was imperative to my learning experience. I was able to have a hands-on opportunity to dig, examine, explore, and witness a real human body. I was challenged and thought-provoked while working with many different cadavers. I can confidently say I will provide exceptional medical therapy to future clients because of this cadaver lab. If the new medical building did not provide a cadaver lab for it's student, it would be a tremendous downfall and disappointment. If the University of North Dakota fails to provide this cherished gift, the students will definitely suffer and the prestigious education previously offered will no longer prevail.
86. I think that having a hands on cadaver dissection lab is very important for individuals who want a degree in health and medical sciences. I learn more when I can touch and see in person what I am learning. I feel that a cadaver dissection lab is crucial to learning about the human body and think that the new health and medical science facility should keep the hands on cadaver dissection lab instead of a simulated lab.
87. I heard rumors of the possibility that the Cadaver program might get cut. This would be a HUGE mistake. I have learned faster and more easily with the cadaver lab and LOVE it
88. I cannot stress how helpful and important cadaver labs have been in my learning. I would definitely want my health care providers to use a cadaver lab.
89. I am currently taking an anatomy dissection lab at UND and have also taken a dissection lab at MSUM during my undergrad. Through my experience at MSUM I was exposed to MANY students from our neighboring school NDSU who used tri-college to come take anatomy at MSUM STRICTLY because they could learn from cadavers rather than simulation which they had at MSUM. Every student I talked to stated they had such a difficult time learning from simulation and that they were not learning much from it compared to using the actual cadavers. Also for myself, I find the cadavers to be the BEST learning tool when it comes to anatomy. You can look at textbooks and simulated images; however, looking in a REAL body is COMPLETELY different and not always the same as a textbook would show or how it is "supposed" to be. I can't imagine sending doctors into the real world who have not seen the different variations in cadaver bodies compared to the simulated images that show everything to be fairly similar and not realistic!
90. I feel that cadaver labs are extremely important to the learning and knowledge of medical students. My experience would not have been the same without it.
91. The cadaveric experience was a major part of why I came to UND. I felt it was of great importance to my education and I absolutely DO NOT feel that I could have such a quality, hands-on, active learning experience with a computer as compared to a cadaver. The cadavers allowed me to be truly active in my learning adventure as well as collaborate with those on my dissection team as we worked on team-building skills, cooperation, and other group-based needs that prepared me to work in a professional, team environment. I do wish the cadaver labs would have been larger to allow for a less crowded area.
92. What's up with the focused and "framed comments on Anatomy instruction. A perusal of the relevant literature will show the importance and critical nature of dissection-based instruction to the long-term success of diagnosticians and specialists alike. Don't be thinking penny wise and pound foolish with regards to anatomy. If need-be, the expertise and progressive thinkers amongst the faculty of that division will come up with a sustainable way to maintain and grow any, I mean ANY investment the design and building committee could possibly make in anatomy education in a new building.
93. I am a current Occupational Therapy student, and I strongly urge you to continue to support your cadaver dissection labs. These labs are incredibly difficult, but they are the best way for students to learn. I have seen this when I was a student in Anat. 204, and again as a teaching assistant for that same course the next semester.
- The main reason I chose UND's Occupational Therapy program over other schools was because I knew this program implemented cadavers in our anatomy course. If you discontinue this course, you will lose many potential students to bigger schools who still have cadavers.
94. I have gained so much from the hands-on learning environment of the anatomy cadaver lab. I think this is an important aspect to have in the medical building.
95. I am a current OT student, and am taking an Anatomy Lab with cadavers. I have found that the information I study and learn about in lecture makes the most sense when I am in lab and am able to do hands on work. I think that having a Cadaver lab is extremely important because it has allowed me to transfer my information from books and notes to real life scenarios. This lab has also taught me about the wide variety of differences their are in each body. The amount of information I have learned from being in lab and working with the bodies makes me feel more confident in myself in transferring the information to real world situations. I believe that as an OT student as well as PT student it is important for us to physically see and understand what potential problems our future clients could be coming to us with. It is a wonderful opportunity that I believe all students in the medical profession should have an opportunity to partake in.
96. One of the strong points of my education was the ability to have cadaver dissection. I would be extremely disappointed if it was no longer offered to students. Also, as an OT student, I never feel that I'm a med school student. The OT program needs a more functional space with classrooms that are all within the department and that have enough seating for all the students.
97. Easily accessible lounges/kitchenettes for medical students and possibly a small workout area would be great! We spend countless hours at the school so any amenities are appreciated.
98. Research is a valuable portion of this med school and part of the reason most faculty exist here.
99. I believe it would to the students' advantage to continue human cadaver dissections in order to learn anatomy and it's accompanying function. A computer would have an extremely difficult time reproducing the movement and variation a human cadaver can show to a student. The basic instructors would be extremely limited in their ability to describe and present specific anatomical features and the differences inherent to different individuals (as can readily be done with a group of human cadavers). Additionally, cadaver dissection can provide some semblance of surgical technique to medical students, who may or may not enter a surgical specialty. Finally, cadavers more readily allow for inquisitiveness and free flowing questions because not all structures are immediately definable and obvious; I do not believe a computer simulation would adequately replace the knowledge derived from a human cadaver dissection/prosection experience.
100. The cadaver simulation lab does not compare to an actual cadaver lab. In a cadaver you can see variation from body to body that simulations can not show you. Physically dissecting the human body is the best way to learn about it. I chose UND because of the cadaver lab and I think you would lose a lot of great students if you got rid of it.
101. Suggestion: When choosing colors for carpet, chairs, etc....pick a neutral color, not the busy patterns used in previous renovations to the SMHS.
102. We must retain the neuroscience building and build the new building in close proximity to the current SMHS and vivarium.
103. Good Luck! If you can have a few gargoyles carved that would be pretty rad. also, an awning for parking bikes would be nice too. Oh, and really important, even if you go for the LEED certification great, but to exponentially increase the efficiency of the building give us roof access with a garden or come up with something yourselves, just use that space!
104. Would like to see the New Medical School connect to existing facilities by "gopher tubes". This would allow maximum expansion and growth rather than a different location with space limitations. To Expand and create collaboration spaces with additional departments in healthcare field would allow maximum support for future healthcare initiative needs. This would also expand research and other accreditation needs.

105. Anatomy lab/cadavers the way it is set up now is ideal. I wish we had more space-possibly a classroom connected off of the lab so we could combine lecture/lab? More computers..? The PT area is WAY, TOO SMALL. 2 classrooms!?? And not even enough office space for all of our professors- needs to be more open, more windows outside and easier access to fire safety escapes.
106. I am dissecting cadavers this summer and I find it EXTREMELY helpful. It adds so much more to my learning experience. I want to thank you for providing such a wonderful experience!
107. Cadaver labs are one of the prized offerings UND has that many other colleges do not. This was definitely a factor that came into play when choosing an undergraduate as well as graduate school for myself and many of my classmates. Please do not replace this valuable resource with virtual learning. I have friends from other schools who had to learn anatomy in this way, and they said it did not work very well for retaining the information (especially for hands-on learners). There are just some valuable experiences that come from working directly with a cadaver specimen that a computer cannot replace.
108. Using cadavers is very important, in my opinion. Dissecting them has helped me learn better because it is easier for me to learn by actually finding things and seeing them in person. I would highly recommend that this program stays in order for students to be prepared for their health science careers.
109. The cadaver anatomy lab is the primary reason I chose UND for my Occupational Therapy education. The loss of the cadaver program will result in a huge loss of students for the Medical/Health Science field at UND. It is important to have cadavers over a computer generated body, because only in cadavers will students come to recognize first, the huge diversity in one person to the next. Second, the true complexity of the human body and having the hands-on experience with what is inside the body. Third, only in a real human can a student fully understand how amazing the body is in how it is all connected through all different types of structures, which in a cadaver lab you find, dissect and identify, while on a computer you do not have to dig through a body to find the muscle, nerve, artery, ligament- whatever it is- that a person is looking for. Learning what is really on the inside will help me know how to heal my future clients. The cadaver anatomy lab is one of the most rewarding classes I have taken and despite its cost, it would be the wrong move to exclude it from future medical or health science students' educations.
110. For the Physical Therapy department, if we are to be secluded in a wing like we are now, I think it is important for us to have a space that we can go to study as well. The medical students have a resource/lounge under the library currently, and we do not have a place that we can go and work as groups, except for the library. It would be nice to have that option to go somewhere like that, if the new library does not have group rooms. Something else to take into consideration would be the allowance of students in the SMHS access to the building for studying after hours. There have been many times when the library/building is closed that I have to run around town to find an atmosphere that is conducive to my learning style so that I can get homework done. Having access to the building would greatly benefit those of us who are there 7 days a week for the full time it is open, and that does frequently happen during the school year in our curriculum. Just a thought to consider for the future building, how you can be able to accommodate for all of us in the SMHS. Thank you!
111. I believe the anatomy cadaver lab is extremely helpful and beneficial to my learning. I believe it is absolutely crucial in my development in the medical field, and I would not feel as comfortable with a virtual anatomy lab. I believe the hands-on experience with cadavers is a main reason people come to UND, and it should be continued in the new SMHS building.
112. I feel cadaver dissection is very important for all medical majors. I feel the computer simulation would make the class easier but we wouldn't learn as much.
113. I completed my undergraduate degree at the University of Minnesota-Twin Cities campus and after graduation I applied to numerous graduate schools for occupational therapy. The number one reason I chose the University of North Dakota for OT school is because of the programs excellent reputation, especially in the physical dysfunction realm of occupational therapy. I truly believe having the opportunity to participate in an anatomy dissection lab with real cadavers, is what gives UND students a competitive edge after graduation. Making the anatomy dissection lab hybrid would decrease the schools competitive edge.
114. Make it a known hospital around the world!
115. I think Cadaver Lab is extremely important for health science majors. Having a cadaver lab at UND is what sets UND apart from other schools. This is what gives UND strong credentials in the health and science fields. Taking away this program would be a mistake. The cadaver lab benefits students with a unique form of learning. By taking away this program, the future practitioners in this field will suffer because replacing the cadaver lab with virtual learning would not provide students with the experience of an actual hands on learning experience with the cadavers.
116. The cadaver lab was a huge part of my experience at UND. In fact, I believe that the cadaver lab is one of the big reasons UND is set apart from other programs (at least in OT) which is because of this hands on experience. If UND were to get rid of the cadaver lab in place for a simulation lab, I think UND may not be as much of a draw for potential students.
117. The new building should create an environment that is inviting to students first then faculty and staff; other words, the students and faculty should be attracted to study and/or work in the building and not feel the desire to "get out of there as soon as possible." They should not feel exhausted at the end of the day because of the facilities.
118. The cadavers are a very helpful way of learning and really help things to click! I feel that a virtual lab would not be comparable. Although more people would succeed they will not leave with the same understanding that they get from working on a cadaver. They are not all the same which forces you to really know your material on each body.
119. I feel very strongly about having a cadaver lab with actual cadavers in the new building. Digital representations no where near represent the real thing. I can study in my anatomy book, but looing at the real cadaver body is very different and I feel that we need to continue the hands on experience with the cadaver bodies. I know that I don't want my future surgeons studying on a digital representation and then get to my body to do surgery and then completely freak out because its nothing like the clean, very easily identifiable digital representation that they have studied on for their graduate years. I have learned so much from cadaver lab, including that no body is the exact same. I have also learned that you can't rely on an anatomy book to learn about the human body. Once you get in there hands on, it's such a different experience and a different picture. The books are a good general idea about what the structures are, but there is so much more than what they draw in the books or have in a digital representation. Like I said before, I feel very strongly about having a cadaver lab in the new building and not a digital representation. I think it is of the utmost importance that our students continue to learn on cadaver bodies because it is the best way to learn about the human body and it's structures and how the body works.
120. More space for physical therapy students please! We are cramped and have no place to practice our examination, and manual treatment techniques. Not having access to a lab area after 5:00 when the department closes is inhibitory to out of classroom learning.
121. I feel strongly that a cadaver lab needs to continue being apart of the SMHS. I have learned so much from the hands on experience and I feel that it has prepared me in a way that a virtual anatomy course could not do. I do not think students that have undergone a virtual anatomy class have gotten the same experience or information than those who have participated in the Cadaver Lab. It is hard to imagine the SMHS without the cadaver anatomy
- lab. I think it will hurt the reputation of the University of North Dakota if the lab was to be converted to Virtual.
122. Please include a space large enough for the physical therapy department to continue to its own department with a lecture room, lab room with high low tables and enough room to maneuver between tables, student lounge, conference room, and mens and women's locker rooms.
123. what about space for a medical library, which I think is very important? What about large lecture halls? What about space for an excellent medical book store, where one can review and browse current textbooks in wide ranging specialties, as well as obtaining copies of these textbooks?
124. Moving the Occupational Therapy Department from the Hyslop building to the new SMHS building.
125. The PA Program at this time doesn't have an anatomy lab for my class (of 2014). I do know of other PA programs nationwide that incorporate a cadaver lab. If this is something that is incorporated into our curriculum in the future, it would be important to have space for it - both for our formal classroom sessions and through online learning as well. Additionally, group collaboration space for our program is a need. Faculty is not close to our classroom in the building. This would also be helpful to have more "face time" while on campus. Small group and informal space is very important to our program as many of us are in hotels only for five weeks at a time and study space is a great need. The idea of an "outdoor" feel in Grand Forks, ND with so much winter weather and extended hours in the books would be a fabulous perk. The Harley French library is well known by many alumni for its wonderful study space. Hopefully it will continue to be a great place to study. Thanks for asking for input from students!
126. I believe the cadaver lab is an essential part of the anatomy course at UND. Without the lab, I would not feel as comfortable talking to clients about certain injuries involving the muscles, nerves, or skeletal features. One of the main reasons I chose the UND OT program is because of the intense anatomy course and the amount of information required to know about the human body before we continue with the program. I can only imagine this course will have well-prepared me for neuroscience and other courses in the program, and ultimately my clients in the future.
127. The anatomy cadaver dissection is extremely important to the learning of students in the school of medicine and health sciences. I feel very strongly about this and I believe this cadaver body program needs to stay because it is crucial to our learning. This is what sets our school of medicine and health sciences apart from other schools and this is why more people want to go to school here. Taking this anatomy cadaver dissection program away would not be beneficial. We are future health care providers and we need to learn hands about the body systems in order to treat future clients or patients.
128. Very happy that we are getting a new Med School. Happy for the University. Go UND!
129. I would like to see storage in the new building in departments where it is needed. There are certain projects that need good, usable storage areas.
130. Thank you!
131. As the only Medical School in ND, it is important to have improved research facilities. It is not wise to reduce this area of the med school. It may affect grant awards if the research area is not deemed adequate. Having research opportunities for students greatly enhances their academic environment.
132. I really like the idea of virtual cadaver dissections! Also, it would be AWESOME if PCL rooms had some windows for natural lighting so that they are not so dungeon-like. I really like how open and welcoming the school is now, so I hope that the new facility will continue to instill these feelings on students.
133. I think it is very important to have study space specific for students within the field of medicine & health science. In the current building (the library specifically) there are many students from other majors who abuse the space provided and are a very big distraction when studying.
134. Along with OT and PT, Nutrition and Dietetic should be part of the SMHS-it should not be "UNDER" the nursing umbrella, that is wrong.
135. It is very important that the new building be close to the main UND campus (as it is now). There are plenty of undergraduates that take courses at the med school and 10 minutes between classes does not leave much time to get from one building to another - especially in the winter with slippery sidewalks!!!
136. UND campus is so much nicer looking than NDSU because if the architectural integrity using collegiate gothic in the main campus and a modern brick structures in the west campus. The ugliest buildings are those which do not fit in like REAC, Gorecki Alumni Center, and the Chester Fritz Auditorium. No not let an architect's ego decide the look of the building trying to win some design award,
137. Cadavers are an important part of the learning process. Virtual tests would be easier, but that's not going to help anyone. The variety and hands on experience we get with the bodies is irreplaceable. One of the things that makes UND unique is their cadaver lab and it'd be a shame if the school no longer offered such a unique experience.
138. Please think about collaboration and including other allied health professionals such as speech-language pathology. Great collaboration could happen with OT, PT, and SLP all under one roof.
139. The predicted research space is woefully inadequate as the current space was totally underestimated.
140. Will allied health professions outside the medical school (administratively) be included in inter-professional instruction and possibly share simulation and clinical space? I would like to see this happen.
141. The cadaver experience has been one of the most beneficial in my program. It has enhanced my learning with leaps and bounds that a virtual simulation wouldn't be able to compare to. I think the cadaver labs need to stay in the new UND SMHS.
142. The New Med School should have a cafeteria opened till 7pm in the evening. Especially for Graduate Students who work from 8 am to 6 pm for most of the days in a week!
143. EXCITED!
144. GONNA BE A NICE NEW BUILDING AND UPDATED .
145. The med school has a new building as it is. Why are none of the older buildings on campus that truly need updating being remodeled?
146. Do not disturb the residential community areas, such as Hamline Street. I hope you will not place a parking structure or any other facility in a residential area. Don't reconfigure the ally between the existing building and Hamline St. to use for regular vehicle access.
147. I've added my comments and input, however I am not a SMHS student, nor will I be. Good luck.



148. Hoping that the interior design will not include all glass enclosed offices, which are not desired by many people.
149. The 1-7 ranking scale does not specify what end is high or low.
150. The open lab concept can be done in a way where it is not completely open or closed and still maintain flexibility. I have seen this done effectively at other tier 1 research institutions. The new building should provide in house vacuum utilities for research. Faculty offices should be private as we are frequently working on grants, manuscripts, etc. and an open office would be too disruptive to the necessary concentration.
151. I've heard students repeatedly ask for two contradictory things: quiet study space and group study rooms for non-med students. I hope that you will take the needs of ALL our SMHS students to heart, including the Allied Health Sciences. It's also very important for the design team to know that the medical library serves the College of Nursing too.
152. Access to outdoor air and light is important to workplace health and safety--current environment does not allow for this--many offices are internal w/no natural light or air. Having a safe and welcoming work environment where many of us spend the majority of our day is essential. Shaded outdoor casual spaces would be a welcome addition since outdoor enjoyment and sunshine is limited by long, cold winters--would be nice to take advantage of more pleasant seasons whenever possible. I love the possibility of changing facilities to make it easier to get out for exercise during the day without worrying about soiling nice work clothes (and for sake of privacy).
153. Any opportunities to use skyways and to provide additional parking would be very beneficial for faculty, staff and students alike.
154. I would strongly suggest that the occupational therapy department be located in the new medical building and move from the Hyslop, occupational therapy students deserve to work and learn in the same professional environment as the other health profession students.
155. There should be a separation of quiet/secluded areas and noisier/collaboration areas.  
Sound absorbing materials or sound deadening technology should be used.  
Collaboration is positive, but a noisy possibly chaotic environment is negative.
156. I don't see how OT, PT, Exercise Science, med students, basic science students, research facilities, administration, support staff, simulation lab, animal facilities, morgue, will all fit in this building for the amount of money you are talking about. It would be great to continue to use the existing neuroscience building, the animal care facility, and the simulation center, which are new! Let's not waste money!
157. Have INMED and native American "hess" be a big part of the building whatever that means.
158. Vivarium would only be necessary if it is not in close proximity to the current one. There are a high number of staff that do not drive and are willing to transport critters in their vehicles.
159. I feel that having a cadaver lab is VITAL to education and should not be replaced. I know that I wouldn't like to have a surgeon that had only learned from a computer. Cadavers provide many unique and irreplaceable learning experiences for students that can not be simulated on a computer screen. Thank you for taking this into consideration!
160. I see the importance of hands on learning as extremely important. No matter how graphic simulations are, there is no comparison to how real human bodies are. Being able to interact and learn from cadavers give us the absolute best representation of our future careers. It is understandable that there is a cost that comes with such a privilege, but you cannot put a price the impact we will have on future clients whether it be positive or negative. By offering many possibilities to learn, students can be drawn to UND knowing that UND cares not only about how many students can go through the programs at the SMHS, but also that these students will leave as professionals in their full potential. Thank you for recognizing the importance of student input
161. Just wondering why, after the architects have already designed this, you are now asking for our input. Shouldn't this have been done prior?
162. As a full-time staff member, I hope to see offices for those of us who will work here for 20 years and not a large room full of cubicles.
163. Faculty offices and student desk space inside labs is extremely important. Doors and walls are good to keep it relatively quiet and to minimize the amount of "walking" small equipment and lab supplies do, as well as the amount of contamination due to the use of reagents by others, to give just a few reasons.
164. I am a staff member. Currently, I work in a dark coffin with no windows for 8 hours a day and have for many years. Trust me, it's not healthy. Every single office should have a window. If not, every single office should be able to look out of a window somewhere and see the outside. Also, we need a large cafeteria that is open all day long, with lots of seating and lots of food choices, that is properly staffed. Also, we need picnic tables outside. Currently there is no where to eat, nor are there any picnic tables or outside places to eat around the building. Also, we need a lounge for our staff, with a kitchenette to heat lunches, and sit with a friend over lunch. We need large meeting rooms with windows, not the ridiculous large meeting room we have that just got remodeled and they covered up the outside windows. Whoever thought up that brain idea should be shot. We need a building that is airy, open, an atrium, places to sit and visit, anything to help us get through these harsh winters is helpful. The color scheme should be pleasant. There should be lots more stalls in the women's restrooms. There should be more than one women's restroom on each floor, as we currently have now. There should be a room for breastfeeding.
165. For research labs, it is very important for sufficient space to be provided for desks for students. Currently, the students have bench space, but little to no desk space in the lab.
166. Vacuum and gas on each bench. Small rooms for each investigator's microscopes or specialized equipment, individual bio/culture hoods, individual lab space, controlled access to individual investigators supplies and small equipment. Keep the Neuroscience building. Don't move the current SIMS lab.
167. We already have a very modern vivarium and neuroscience research labs that could be connected to the new building assuming the new site is close.
168. NO GLASS WALLS/STRUCTURES. FEEL THERE IS NO PRIVACY.
169. A modern TEACHING biochemistry lab must be included.
170. an exercise in the building would be very beneficial. We are the future of health care and role models so we should be in good shape.
171. The anatomy lab is extremely important for learning for any health science field. I have not only been in a cadaver lab twice (Anat 204 & OT 422) in my time at UND, but have also witnessed the light bulbs go off for students as a TA for Anatomy 204 the last two semesters. In my program of Occupational Therapy I cannot imagine learning online and feel that the cadaver lab has been an experience that has enriched my personal knowledge and growth at UND.
172. There should be no scenario that hands on cadaver labs cease to exist. They are pivotal in research, learning and understanding.
173. Research labs: VACUUM!!!!!! some closed/constricted space is paramount (e.g., BSL-2 space; the physiologist may not want to work benchside with someone working with a pathogen); storage space is critical; need dedicated rooms for tissue culture, PCR etc.; have to have a vivarium- think about transporting animals in personal cars across town during winter,

# ALUMNI

## QUESTION 1 - Year Of Graduation

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*What year did you graduate from the School of Medicine & Health Science?*

Answer Options	Response Percent	Response Count
Not Applicable	0.0%	0
2010-present	10.2%	6
2000-2009	37.3%	22
1990-1999	13.6%	8
1980-1989	23.7%	14
1970-1979	6.8%	4
1960-1969	5.1%	3
1950-1959	3.4%	2
1940-1949	0.0%	0
1930-1939	0.0%	0
answered question		59
skipped question		0

## QUESTION 2 - Program

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*With which program have you been most closely affiliated?*

Answer Options	Response Percent	Response Count
Athletic Training / Sports Medicine	3.6%	2
Basic Sciences	8.9%	5
Cytotechnology	1.8%	1
Histotechnology	0.0%	0
Management / Administration	0.0%	0
MD/PhD Program	44.6%	25
Medical Laboratory Science	5.4%	3
Occupational Therapy	21.4%	12
Physician Assistant	7.1%	4
Physical Therapy	10.7%	6
Public Health	0.0%	0
Other (please specify) *		4
answered question		56
skipped question		3

\* Family Medicine Residency  
General Surgery  
MD  
medicine

### QUESTION 3 - Future SMHS Facility

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***Choose 3 words that best describe the UND  
School of Medicine and Health Sciences of the future:***

Answer Options	Response Percent	Response Count
Approachable	13.7%	7
Collaborative	54.9%	28
Connected	25.5%	13
Diverse	17.6%	9
Iconic	3.9%	2
Identifiable	9.8%	5
Integrated	31.4%	16
Interprofessional	33.3%	17
Livable	7.8%	4
Modern	21.6%	11
Prestigious	15.7%	8
Secure	3.9%	2
Sustainable	35.3%	18
Welcoming	23.5%	12
	answered question	51
	skipped question	8

## QUESTION 4 - Activities

*Please rate the importance of having the following activities in a new School of Medicine & Health Sciences building:*

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	Rating Average	Response Count
Café / Dining Services	2	5	21	18	4	3.34	50
Collaboration Spaces	0	0	12	23	15	4.06	50
Computer Lab	1	2	9	14	24	4.16	50
Individual Study Areas	1	1	13	13	22	4.08	50
Large Meeting Spaces	0	1	7	29	13	4.08	50
Lockers/Showers/Changing Facilities	3	16	16	13	2	2.90	50
Lounge Area	1	7	15	20	6	3.47	49
Outdoor Environments	2	15	20	9	4	2.96	50
Small Meeting Spaces	0	2	11	26	11	3.92	50
answered question							50
skipped question							9

## QUESTION 5 - Learning Environments

*In which sort of environment do you learn best? (Select all that apply)*

Answer Options	Response Percent	Response Count
Active	18.0%	9
Calm	66.0%	33
Comfortable	64.0%	32
Collaborative	40.0%	20
Formal	14.0%	7
Informal	34.0%	17
Peaceful	50.0%	25
Private	30.0%	15
Public	4.0%	2
Secluded	32.0%	16
answered question		50
skipped question		9



## QUESTION 6 - Methods

*How have the following methods affected your learning and/or teaching?*

Answer Options	No Impact	Little Impact	Moderate Impact	High Impact	Not Applicable	Rating Average	Response Count
Traditional Lecture (On-Campus)	0	2	22	26	0	3.48	50
Small Group Learning	1	5	13	31	0	3.48	50
Practice / Hands-On Experience	0	1	2	42	4	4.00	49
Simulation	3	8	11	18	10	3.48	50
Non-Traditional Lecture (On-line Sessions)	7	19	14	6	3	2.57	49
answered question							50
skipped question							9

## QUESTION 7 - Facilities

*Please rate The School of Medicine and Health Science facilities during your time as a student:*

Poor	Below Average	Average	Above Average	Excellent	Rating Average	Response Count
1	5	14	19	10	3.65	49
answered question						49
skipped question						10

## QUESTION 8 - Priorities

*Please rank the following space types from highest to lowest priority for the School of Medicine & Health Sciences building:*

\* A lower rating average indicates a higher priority.

Answer Options	1	2	3	4	5	6	7	*Rating Average	Response Count
Administrative Offices & Workspaces	2	2	3	2	5	14	21	5.69	49
Clinical Spaces	9	14	13	8	3	1	1	2.78	49
Faculty Offices	0	1	5	7	12	16	8	5.24	49
Informal Collaboration Space	0	7	8	15	10	1	8	4.29	49
Research Labs & Support Space	2	9	7	6	12	9	4	4.22	49
Smart Classrooms, Labs, & Small-Group Learning Spaces	34	1	7	3	1	2	1	1.90	49
Simulation & Standardized Patient Rooms	2	15	6	8	6	6	6	3.88	49
answered question									49
skipped question									10

## QUESTION 9 - Proximity

*Please rate the importance of the new SMHS's proximity to the following activities:*

Answer Options	Not Important	A Little Important	Somewhat Important	Very Important	Extremely Important	N/A	Rating Average	Response Count
Dining / Foodservice	2	0	16	23	8	1	3.71	50
Housing / Lodging	3	12	18	14	2	1	3.00	50
Recreation	11	13	15	7	2	2	2.50	50
Retail	18	19	10	2	0	1	1.92	50
Wellness / Exercise	2	12	10	15	11	0	3.42	50
answered question								50
skipped question								9

## QUESTION 10 - Looking Forward

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*Please rate the following statements. It is important for the new building to be:*

Answer Options	Strongly Disagree	Somewhat Disagree	No Opinion	Somewhat Agree	Strongly Agree	N/A	Rating Average	Response Count
Sustainably designed	0	1	2	19	28	0	4.48	50
LEED Certified	1	2	12	19	12	3	3.85	49
Blended in with the existing campus	1	1	3	33	12	0	4.08	50
A reflection of North Dakota	0	1	14	20	15	0	3.98	50
Modern in appearance	0	3	10	22	15	0	3.98	50
Architectural Showstopper	5	16	15	10	2	0	2.75	48
answered question								50
skipped question								9

## QUESTION 11 - Memorable Spaces

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### *What is the most memorable space at The School of Medicine & Health Sciences?*

1. The atriums.
2. Research lab
3. Open Foyer
4. Library
5. N/A
6. Atriums
7. dining cart
8. the small hidden couches and the tables in the atriums
9. ???
10. Entry
11. For the OT department I would say Hyslop 360. It may not be a great memory, but quite memorable.
12. The Physical Therapy lecture room and looking around pillars
13. Collaborative space between students, faculty, and interdiscipline groups.
14. Library
15. Med Student Lounge
16. Library
17. Library
18. Library
19. The library
20. Library
21. ?
22. 4th floor where PA program is and the cafe area.
23. Labs
24. The open area in the common area
25. The open atrium
26. Atrium
27. Library
28. collaboration space
29. I liked sitting down in the lower bowl where the cafe tray was. Nice and quite. I was there in the summer so it was a little different. The library was nice also.
30. The support of the overall UND system
31. lecture halls & small group learning spaces - a lot of time is spent there
32. Neverattended class in newes facility.
33. I have not been there in some time...
34. student lounge
35. Places where students and faculty interacted
36. Library
37. The study rooms in the basement of the library
38. Atrium
39. At the previous building, on campus across from the law school, it would have been the student lounge on the first floor. In the new building, the atrium on the first floor.
40. The Library in the old medical school building on campus.
41. The small group classrooms in the basement for the med students and the open space with booths in between them.

## QUESTION 12 - Comments

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1. Congrats on the new building!
2. I believe it will be beneficial to have all of the SMHS in one building. As an occupational therapy major I often felt like we were an afterthought and stuck in our little corner of an old building. Even though I feel I received an excellent education in this environment, I am excited to see the increased opportunities for future occupational therapy students with improved/excellent facilities!
3. Being an alumni and a current professor I have more invested in the outcome of this building. Space was an issue when I went through and remains the big issue when trying to find large enough classrooms to provide a good learning environment and coordinating with several other classes. This will become more of an issue if our number of students continue to increase in the years to come, so building for the future definitely needs to be considered.
4. Areas to welcome clinicians from outside the university for educational perspective is important. This would include guest speakers on clinical and hands on material.
5. Since the field of occupational therapy is a leader in universal design for accessibility for people with disabilities, there should be home and community (Easy Street-type) settings (bedroom, kitchen, home bathroom, store fronts, curbs, ramps, rails, auto door openers, etc) in the OT department. This will allow OT to teach concepts of activities of daily living (shopping, community mobility, dressing, hygiene, toileting, etc) more automatically.
6. Your priority question of 1-7 programmed itself and could not be changed so your answers will be only in sequence as presented.
7. Based on my participation in the design of a 100,000 sq ft teaching/research building a very important aspect to have an area(s) with high levels clean room [Class 100 and better] and ultra clean. As research moves to smaller and smaller systems [eg, from cell to mitochondria to fragments to DNA ...] these type of rooms will become more and more important to basic research in the coming future.
8. Would hopefully see a significant improvement in availability of clinical workspace and lecture/learning environments as my experience as a PA student was less than favorable. Additionally, consideration of office spaces should be prioritized based on active staff & faculty and student needs. Given the space limitations that have been present for a significant period of time, consideration to move (or remove) retired UND faculty to areas that are not in such high demand.
9. Include a Telemedicine Facility using store-and-forward technology to link and integrate remote and not so remote practices with medical school facilities, faculty, and students. Remote practices would include: independent rural practitioners (MDs, DOs, PAs, NPs, and etc.) as well as the Indian Health Service, prison system, and other small and large group practices around the state. NOTE: I am not advising the installation of expensive, hard to maintain real time teleconferencing for this purpose.
10. UND has been and always will be a big part of my life. Therefore I am concerned about the future. Planning needs to take into account how health care is changing in the real/clinical setting. This will provide the largest impact to students as they will be able to adapt to the various practices. Appearance is important as there is much pride with all the alumni.
11. I am grateful to UND , for the knowledge that I have received through my years of Psychiatry residency at UND Nueroscience, Fargo, Regards!

I look forward to attending the Alumni Homecoming this year.

Marietta N. Almazan, MD , California

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12. The School of Medicine is a large part of the identity of the State of North Dakota and the University of North Dakota. This new building must be something the University and the People of the State can be very proud of and derive tremendous benefit.
13. I think having courtyards in different areas throughout the building would be nice so we can see the outdoors and sun ever awhile even if we are stuck inside studying. Wireless internet access throughout the building is a must. A small fitness center 3-4 treadmills, bikes, and ellipticals with shower/locker rooms would also be nice because it is impractical to break away an across campus to the main campus fitness center during a busy day.