



Midwestern Universities for Global Health

*The Impact of COVID-19 on the
University Global Health's Efforts*

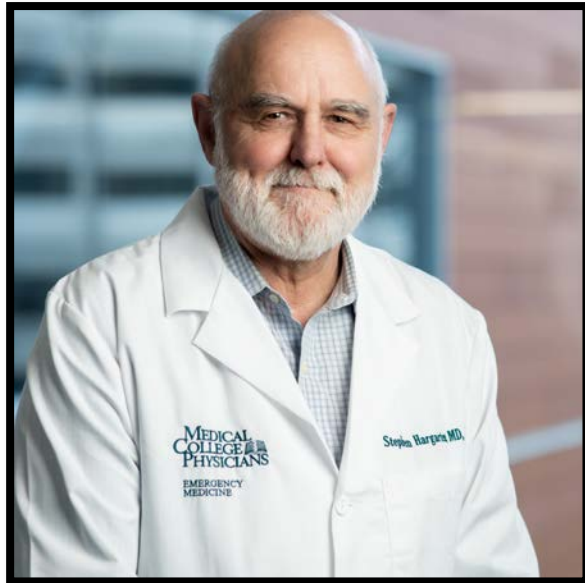
7th Annual Meeting

September 29-30, 2020 | 10:00 a.m. – 2:00 p.m.

Medical College of Wisconsin – virtual host



WELCOME



Stephen Hargarten, MD, MPH
Associate Dean of Global Health
hargart@mcw.edu



Tiffany Frazer, MPH
Manager
tfrazer@mcw.edu
414-550-6174



Amber Rios, BS
Coordinator
arios@mcw.edu

153 registrants

WELCOME

35 institutions

Aspen University	Barnes Jewish College	Cardinal Stritch University	Carroll University	Concordia University Mequon Ann Arbor	Consortium of Universities for Global Health
George Washington University	Harvard University	Indiana University	Loyola University Chicago	Marquette University	Medical College of Wisconsin Froedtert Hospital
Michigan State University	Northwestern University	Purdue University	Rosalind Franklin University	Rush University	St. Louis College of Pharmacy
The Ohio State University Wexner Medical Center	The University of Chicago	University of Cincinnati	University of Illinois at Chicago at Urbana-Champaign at Peoria	University of Health Sciences and Pharmacy in St. Louis	University of Michigan
University of Minnesota	University of Notre Dame	University of Toledo	University of Wisconsin-Madison Milwaukee	Washington University in St. Louis	Wayne State University

Past Midwestern Universities for Global Health Meetings

Year, date	2014 December 3	2015 December 2	2016 November 4	2017 November 30- December 1	2018 December 6-7	2019 September 13-14	2020 September 29-30
Location	University of Illinois at Chicago	Rush University Chicago	Northwestern University Chicago	Washington University in St. Louis	Barnes Jewish College St. Louis	University of Wisconsin Madison	Medical College of Wisconsin
Host(s)	Center for Global Health Medical College of Wisconsin Office of Global Health	Academic Affairs	Center for Global Health & Office for International Relations	Institute for Public Health, Global Health Center	Goldfarb School of Nursing	Global Health Institute	Office of Global Health
Registrants	35	53	88	97	98	102	153
Academic Institutions	20	18	16	18	15	16	35



MIDWEST CHAPTER MEETING

TUESDAY, SEPTEMBER 29

4:00 - 6:00 PM

- WE THANK -








Dr. Caline Matter - Chapter President, the meeting's presenters, panelists, and moderators, and you, for your active participation

MIDWESTERN UNIVERSITIES FOR GLOBAL HEALTH

7th Annual Meeting – Virtual
Medical College of Wisconsin – Host



TUESDAY, SEPTEMBER 29 | 4:00 - 6:00 PM
Women in Global Health (WGH) - Midwest Chapter Meeting

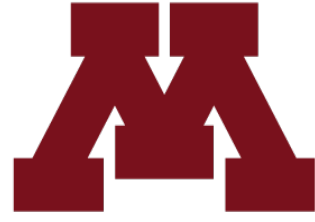
- 4:00 pm **Welcome, Introductions**
[Tiffany Frazer, MPH](#)
Office of Global Health Manager, Adjunct Instructor of Graduate School of Biomedical Sciences
Medical College of Wisconsin
- 4:15 pm **Briefing: WGH [COVID Operation 50/50](#) Initiative**

[Caline Matter, MD](#)
Assistant Professor of Internal Medicine, Infectious Disease
Chapter President, Women in Global Health – Midwest
Washington University of School of Medicine in St. Louis

- 4:30 pm **Presentation: *The Efforts of the [Center for the Advancement of Women in Science and Medicine](#) and the [Council for Women's Advocacy](#) at Medical College of Wisconsin***

[Libby Ellinas, MD](#)
Director of the Center for the Advancement of Women in Science and Medicine
Associate Dean for Women's Leadership, Professor of Anesthesiology
Medical College of Wisconsin
- 4:50 pm **Panel: *The Impact of COVID-19 on Women***
Organizational Members of the [Milwaukee Global Health Consortium](#)

[Lauren De Veau](#)
Director, Office of International Education
Universidad Antonio Ruiz de Montoya, Lima, Peru
Partner of Marquette University

[Lucy Mkandawire-Valhmu, RN, PhD](#)
Associate Professor
College of Nursing
University of Wisconsin-Milwaukee

[Salma Abadin, MPH](#)
Action Researcher and Evaluator, University of Wisconsin-Madison
Adjunct Instructor, Carroll University
Executive Director, [Feeding Villages](#)

[Joyce L. Sanchez, MD, FACP](#) – moderator
Medical Director, Froedert & the Medical College of Wisconsin Travel Health Clinic
Assistant Professor of Medicine, Division of Infectious Diseases
Medical College of Wisconsin
- 5:30pm **Small group discussions with panelists**
- 5:50pm **Closure**
[Caline Matter, MD](#)



Midwestern Universities for Global Health

*The Impact of COVID-19 on the
University Global Health's Efforts*

Mini Presentations



CENTER FOR GLOBAL HEALTH
& SOCIAL RESPONSIBILITY

UNIVERSITY OF MINNESOTA

Driven to Discover®

Shailey Prasad MD MPH

Executive Director & Carlson Chair of Global Health

Center for Global Health and Social Responsibility

How is global health now increasingly recognized?

Funding

- Currently holding at prior levels
- Concerns on funding cuts in subsequent years (lag effect in Universities)
- Push for external funding

Promotion, Communications

- Increased activities
- More partnerships with entities inside U (Human Rights Center, Bioethics, Public Policy) and outside (MSSI – Ghana)
- Emphasizing global-local
- Refugee and Immigrant work

How did your global health educational and research activities change?



For Students

- No travel.
- Evacuated our global scholars (Fogarty scholars and global health scholars)
- More remote/online collaboration in research

For Faculty

- Hold on all (except for one in China) global health research
- Quick pivot of our ID teams for COVID19 related research
- More planning grants and service grants (CDC grant on creating a National Resource Center for Refugees, Immigrants and Migrants)

How have you leveraged its emphasis amongst your leadership?

- Continued support from University leaders
- Pivoting to “engagement” without travel
- Revisioning what global health activities should be in the COVID19 era
- More conversations about ethics in global health
 - Brocher Declaration
 - Decolonizing Global Health
- Continued work to get external funding.



CARROLL UNIVERSITY

Dr. Tom Pahnke EdD, PT, ATC
Dean, College of Health Sciences

How is global health now increasingly recognized?

- Carroll University is liberal arts, teaching focused, institution with wide of array of health science programs
- Carroll's Undergraduate Pioneer Core general education curriculum is built around introductory, immersive and reflective cross-cultural learning experiences. These experiences provide context for global health issues
- College of Health Science Graduate programs offer international internships and immersion experiences
- COVID-19 has forced CU to consider alternative experiences to expose and prepare students for global health issues and perspectives

How did your global health educational and research activities change?



For Students

- Undergraduate students:
 - The immersive portion of cross-cultural experiences has been cancelled
 - Students are now only required to attend a 2-4 credit class associated with the cross cultural immersion
- Graduate students:
 - Internship cancelled and will be reevaluated for late summer and fall. Some students may still participate

For Faculty

- Undergraduate Faculty:
 - Challenged to replace the immersive experience
 - Some are partnering with organizations that offer virtual immersion experiences
 - Organizations help provide overview of culture and virtual access to community members
- Graduate Faculty:
 - Individuals accessing their connections
 - Considering sponsoring individuals from other countries to come to CU to provide perspectives

How have you leveraged its emphasis amongst your leadership?

Have acknowledged we must find ways to make global health issues relevant to our students in ways other than travel

- Support for virtual travel
- Need to develop stronger ties with our global partner institutions, when travel not possible the support and education must continue
- Garnered support for the idea of sponsoring individuals, bringing the issues to us.



CONCORDIA UNIVERSITY
Ann Arbor, Michigan

Julie Parve, DNP, FNP-BC, RN
Associate Professor of Graduate Nursing

Peggy McLaughlin, PhD, MPH, RN
Associate Professor
School of Nursing

How is global health now increasingly recognized?

Funding

- Emerging needs at the community level
- Increasing need for sustainable solutions
- Private donors continue to support global learning
- Funding opportunities may be limited

Promotion, Communications

- Global / cultural content required in curricula
- Vibrant social media presence



How did your global health educational and research activities change?



For Students

- Teaching and learning fosters global and local citizenship via:
 - Disaster preparedness and emergency response seminars
 - Classroom activities
 - Neglected diseases
 - Cultural biases
 - Travel preparedness with partners
 - Simulation / IPE
 - Poverty sim
 - Annual disaster sim

For Faculty

- CUWAA Global Education steering committee
 - Approves, by consensus and evidence, global locations and trip proposals
 - Assesses security conditions and risks
- Trip leader mentoring
 - Cultural awareness and counseling
 - 24/7 support
 - Logistical nightmares
- Research and presentations—now virtual!
 - Global travel - impact on students
 - Global trips – impact on sustainability

How have you leveraged its emphasis amongst your leadership?



- Voices from the field
- CUWAA community newsletters
- Blog posts
- Photo contests
- Study Abroad Fair
- “Global Giving” celebrations
- Keeping in touch post-travel
- Student evaluations for recruitment and trip planning



Dr. Tamara D. Otey, PhD, RN

Assistant Professor

Global Health Recognition

- Global health is very important to us at Goldfarb School of Nursing.
- The impact of COVID-19 has brought home the need to address health issues on a global scale.
- Our activities have not changed. They include to:
 - continue to support public health and global health approaches.
 - leveraging amongst leadership—more partnerships with other institutions doing global health and looking at UN sustainable development goals.

» *Dr. Nancy Ridenour, PhD, APRN, BC, FAAN*

» *Maxine Clark and Bob Fox President and Professor*

Global Health Educational and Research Activities

Nurses 2 Peru

- Nursing faculty & students
- Mission: Bring sustainable community health to the people of the Peruvian Andes

– *Sarah Tappendorf, MSN, RN*

Nigeria

- Nurse Faculty with Nigerian healthcare professionals
- Mission: To provide healthcare access, health education, and hope to Nigerians.

Menstrual Hygiene Educations Studies:

Both mission programs received \$500 donation from local chapter of International Nurses Honor Society was used to purchase reusable menstrual hygiene kits.

Global Health Interest Among Leadership

- Faculty, at their varying ranks, accommodate the mission of the college and form a community of scholars, dedicated to advancing the profession by preparing outstanding clinical practitioners, educators, administrators, and researchers who generate and/or apply knowledge to support evidence-based practice.
- We currently have several members of faculty who are engaged in global research which has been halted this year secondary to Covid-19.



INDIANA UNIVERSITY

Adrian Gardner, MD, MPH

Director of the Center for Global Health

Associate Dean for Global Health, School of Medicine

How is global health now increasingly recognized?

Funding

- Importance of reciprocal innovation e.g. CTSI planning/pilot grants
- CARES act funding to evaluate impact of COVID on SDOH locally and globally
- Focus on quick pivot to tele-health and tele-education

Promotion, Communications

- Promote awareness of impact of reciprocal innovation for global health everywhere
- Emphasize the social-behavioral-emotional-economic impact of COVID locally and globally
- Sensitize leaders, policy makers, etc about meeting technology needs amidst a digital divide

How did your global health educational and research activities change?

For Students

- Closing of academic institutions
- Foreign travel ban
 - Virtual educational activities
 - Domestic GH activities (eg GH summer internships)

For Faculty

- Foreign travel ban; return of long-term faculty
 - Impact on care, education, research
- Virtual educational activities
- Quick pivot from face-to-face research activities to phone or virtual where possible; revised protocols for on-site research
- New responsibilities- local COVID response

How have you leveraged its emphasis amongst your leadership?

- Applying global contact tracing experience to local COVID response
- Global pandemic underscores need for investment in care, education and research in resource-limited settings
 - Inter-connectedness of global community



INDIANA UNIVERSITY
CENTER FOR GLOBAL HEALTH





Amy Blair, MD

- Director, Center for Community & Global Health
- Associate Professor, Family Medicine
- Assistant Dean of Medical Education

How is global health now increasingly recognized?



Funding

- Grant-based collaboratives with Health Hystem and Public Health Sciences
- Focus on local community support
- GoFundMe

Promotion, Communications

- Increased social media presence
- Newsletter
- Virtual presentations have increased accessibility
- Increased cross-department collaborations

How did your global health educational and research activities change?



For Students

- New pedagogical strategies to involve clinical year students (virtual discussion, ethics forum, curricular management system)
- Expansion and strengthening of projects within local community partnerships
- Increase in Anti-Racism and social determinants content
- Finding new opportunities for field experience

For Faculty

- Suspended international work allows for focus and strengthening of local projects
- Increase in interdisciplinary activity within COVID 19 response
- Improved collaboration and mentoring of students
- Expansion of educational activities beyond Honors program

How have you leveraged its emphasis amongst your leadership?

- Well-executed international travel policies!
- With our experience in service-learning and established community partnerships, our Center became the backbone of the medical school community response
- Our existing collaboration with our school of Health Sciences and Public Health strengthened and overall we are less siloed
- The discrete beginning and intense needs of the pandemic have enabled us to communicate more concrete results to our Dean and Health System (e.g. number of calls to COVID19 hotline, social determinants screening, meals/food bags distributed, COVID19 community tests)





**School of Medicine
and Public Health**
UNIVERSITY OF WISCONSIN-MADISON



GLOBAL HEALTH INSTITUTE
University of Wisconsin-Madison

James H. Conway, MD

Director of the SMPH Office of Global Health, Associate Director of the Global Health Institute

Christopher W. Olsen, DVM PhD

Director of the Graduate/Professional/Capstone Global Health Certificate Programs

Janis P. Tupesis, MD

Associate Director of the Global Health Institute

How is global health now increasingly recognized?

Funding

- Mandatory furloughs and/or pay reductions for faculty/staff impacting availability
- Study Abroad/International Academic Programs – cost recovery units & lost revenue
- Repurposing previously budgeted travel funds
- Commitments from leadership to maintain proportional funding

Promotion, Communications

- Pandemic as a potent reminder of interconnected planet
- Increased student/resident interest
- Messaging: global health is about health disparities & inequities – local & international
- Identifying alternative experiences which still fulfill requirements
- Increased awareness of institutional racism as a global health issue

How did your global health educational and research activities change?



For Students

- All students – adjustments to online education, ISSD oversight & campus wide suspension of planned travel through spring 2021
 - loss of laboratory access and in-person study, delays in research progress, impacts on further training and job applications
- Global Health Certificate students – loss of field courses, modifications to fulfill requirements
- All health professional students – loss of international summer research opportunities & clinical clerkships, international culminating projects & APPEs.
 - Variations in each school's planning & responses
- Post-graduate trainees – All away rotations cancelled for 2020-2021, suspension of visiting physician/students for clinical shadowing
 - Continued core curriculum activities for GH pathways

For Faculty

- Steep learning curve for online educational pedagogies, teaching tools, connectivity
- Rapid pivot to create menu of field course and summer research alternatives (local-to-global, completely different projects; some virtual experiences)
- Greater student mentoring/counseling roles
- Virtual admissions, residency, fellowship, and job interviews
- COVID-19 service and advising to universities, hospitals, healthcare systems, professional orgs, press...time & scheduling; work/life balance?
- Frontline healthcare!

How have you leveraged its emphasis amongst your leadership?



GLOBAL HEALTH INSTITUTE
University of Wisconsin-Madison

- Reminders that global does NOT equal international
 - Resource challenges & health inequities are local/global
- Pandemic as an example for the importance of international collaboration & system strengthening efforts
 - Shared lessons learned, acknowledging partner expertise
- Racial inequities highlighted as a public health issue
- Finding the 'silver lining' to pandemic challenges
 - Virtual meetings, on-line teaching, collaborative products, simulation
 - Recognizing the perils of travel in global health (ex. carbon, time, cost)



Institute for Global Health
NORTHWESTERN UNIVERSITY FEINBERG SCHOOL OF MEDICINE

Northwestern sits on the original homelands of the Council of the Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami, and Ho-Chunk nations. We acknowledge and honor this history, and recognize the ongoing dedication and importance of Indigenous culture to the lands and communities with whom we live, learn, and work. [Learn More.](#)

Ashti Doobay-Persaud MD (she/her/hers)
Assistant Professor of Medicine and Medical Education
Co-Director, Center for Global Health Education, Institute for Global Health
Director, Section of Global Health, Division of Hospital Medicine

Created by IGH Leadership: Mark Huffman MD MPH, Shannon Galvin MD, Leah Neubauer EdD, MA

How is global health now increasingly recognized?

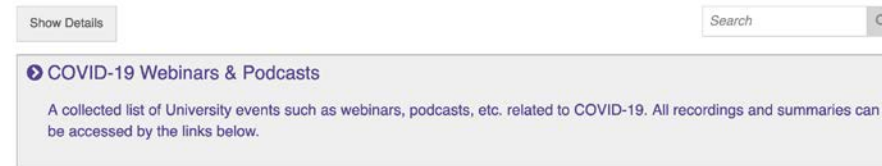
Funding

- Transnational collaborative research now seen as critical
- Large NIH supplements because of previous collaborations for COVID dx
- Fiscal restrictions across the institution decreased budgets for global health programs
- Philanthropic Fundraising leveraging universal attention to Communicable Disease and Global Health

- Global health is a priority and its importance is undeniable
- Emerging highlights are the: health equity & emerging and zoonotic infections
- Role of IGH to communicate across the institution and the community

Promotion. Communications

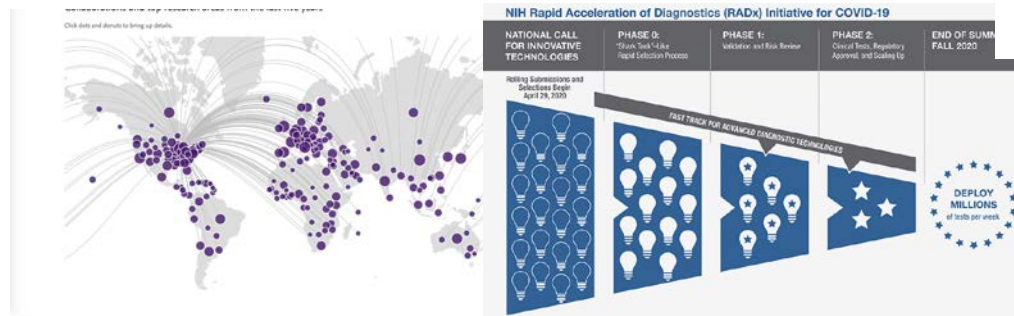
Institute for Global Health COVID-19 Resources



COVID-19 Webinars & Podcasts

A collected list of University events such as webinars, podcasts, etc. related to COVID-19. All recordings and summaries can be accessed by the links below.

Dr. Robert Murphy answers viewer COVID-19 questions



BUFFETT INSTITUTE FOR GLOBAL AFFAIRS

Our Community ▾ Research ▾ Globalizing Northwestern ▾ Global Learning ▾ Engagement Opp

Engagement Opportunities HOME > ENGAGEMENT OPPORTUNITIES > NORTHWESTERN BUFFETT EVENTS > COVID-19 WEBINAR SEP

Faculty Funding
Graduate Student Funding

COVID-19 Webinar Series



Daily on 7am WGN news

How did your global health educational and research activities change?

Students

- Travel restrictions large effect on global health training and all levels have been disrupted.
- Some trainees have been able to postpone their programming, but many will likely lose their current opportunities for a multitude of reasons
- **Pivot to virtual/distance practicums and global rotations** (MS, MPH students, GME) made easier in part due to prior experience with the MSGH program (online and asynchronous)

Global Health Education Community of Practice

The [Center for Global Health Education](#) has developed a Community of Practice (CoP) to support educators during unprecedented remote learning and teaching times. The aim of the CoP is to host a virtual space that *promotes learning for global health educators through the sharing of knowledge, pedagogical practice insights and resources*. Past Community of Practice topics have included: insights from our pivots in teaching during COVID-19, mentoring in times of disruption, inclusion, and trauma-informed approaches to teaching and learning.

Members meet bi-weekly, on the 1st and 3rd Wednesdays of the month from 2pm-3pm, via Zoom. If you would like to be added to the CoP listserv, please email Sara Caudillo (sara.caudilo@northwestern.edu).

Faculty – University and International

- Travel restrictions have disrupted collaboration and many research and training programs had to start new distance and online initiatives
- COVID caused an increase in clinical workload for many global health faculty locally often in the setting of already fragile healthcare systems → further dichotomies in research productivity between those with clinical responsibilities and those without
- Despite disruption, as a “new normal” emerges leadership is now truly local AND funding has changed
- What should we keep NOT doing? What activities really require travel and who will benefit?

Developed a CoP for global health educators: we need to reexamine the paradigmatic assumptions and “ground rules” implicitly built into our belief systems of what constitutes effective global health education and training

How have you leveraged its emphasis amongst your leadership?

- Leveraging research activities that are aligned with the priority of research funding and innovations in science and technology especially in the area of COVID-19
- Faculty, staff and students are now more interested in global health than ever before and there is an increasing desire for global health
- Leadership priorities overall are focused on the current crises locally including clinical needs, distance learning and equity initiatives



ROSALIND FRANKLIN
UNIVERSITY
of MEDICINE AND SCIENCE

Carl Lawson, PhD, MPH
Director of Interprofessional Global Health



ROSALIND FRANKLIN
UNIVERSITY
of MEDICINE AND SCIENCE

How is global health now increasingly recognized?



Funding

- Very limited historically
- Student international experience entirely self-supported
- No international research
- Travel budget suspended

Promotion, Communications

- Health equity increasingly recognized as foundational element of global health
- National and global focus on social justice and racial health disparities
- Global health ≠ international only

How did your global health educational and research activities change?

For Students

- Suspension of all international activities
- 2020 - 45 anticipated, 3 actual (2 Israel, 1 Mexico)
- Pivot to Internet-based activities
- Increased focus on local partnerships

For Faculty

- Suspension of all international activities
- Postponement of plans for increased interprofessional international site involvement
- Opportunity for more practitioner engagement via Internet platforms

How have you leveraged its emphasis amongst your leadership?



- Increased focus on health equity and local partnerships
 - Community health organizations
 - Refugee resettlement and support organizations
 - Continuous work in progress - forging communities ties
- Increased recognition of connection between health equity and social justice



RUSH UNIVERSITY

Stephanie Crane, MD

Associate Professor of Medicine
Director, Office of Global Health
Rush University Medical Center

How is global health now increasingly recognized?

Funding

- Budgets are in review
- Likely less revenue available toward GH programing
- Competing with local causes for philanthropic funding

Promotion, Communications

- Greater understanding that while geography and context may vary, inequities in health care are ubiquitous
- Redeployment of global health trainees to local endeavors
- Expanded efforts toward launching the Health Equity Institute that had been initiated pre-COVID

How did your global health educational and research activities change? RUSH UNIVERSITY

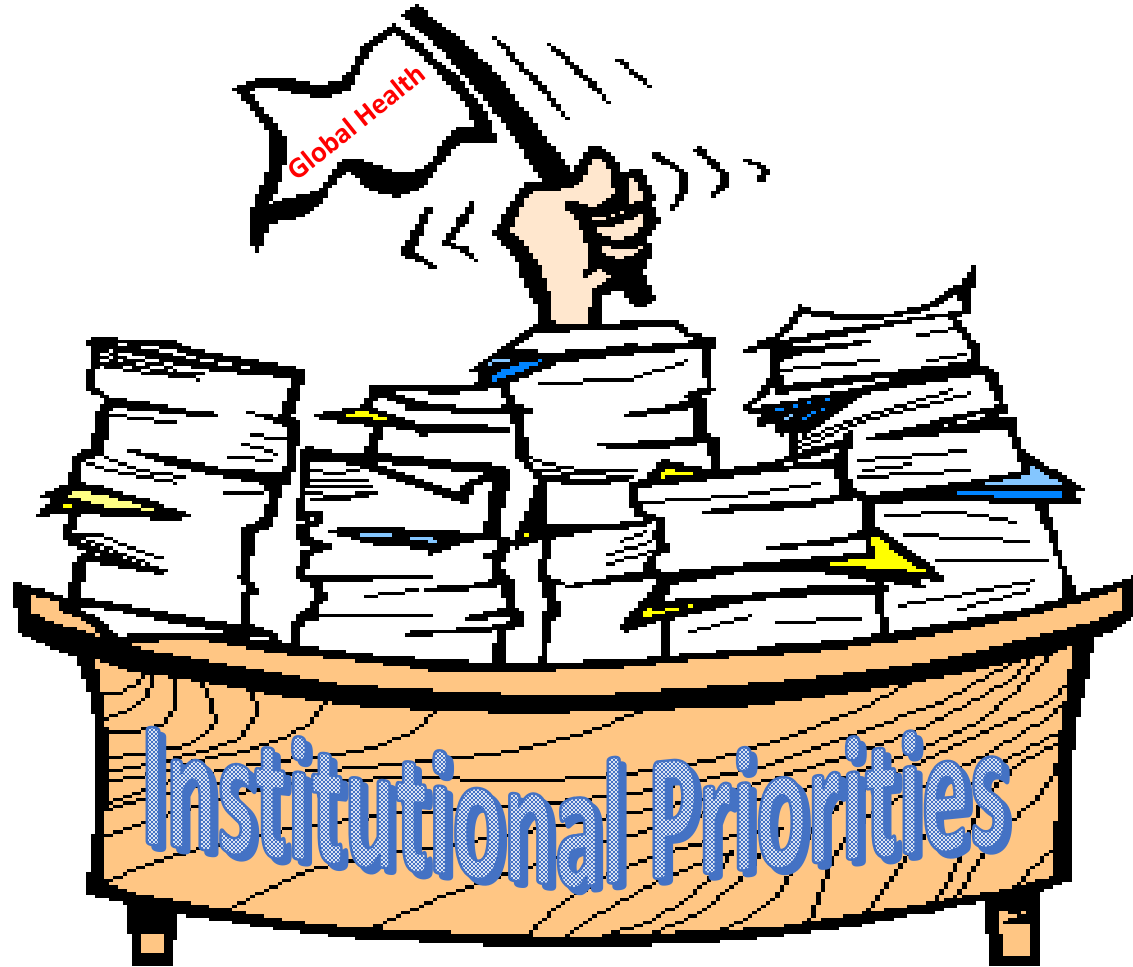
For Students / Residents

- Data continues to be collected by local partners
- Interdisciplinary journal clubs continue
- Global Health Symposium likely virtual
- Currently, no experiential learning offerings

For Faculty

- Faculty continue mentorship of ongoing projects
- Establishing relationships for future collaborations with Global South remotely
 - Blood banking certificate program with the University of Global Health Equity in Rwanda
- Bidirectional CME session

How have you leveraged its emphasis amongst your leadership?



- While fostering the concept that “global = local” and redeployment to support local efforts have been successful, internationally-focused programs have suffered.
- Limited bandwidth at the institutional leadership level to prioritize international programs
- Survival



THE UNIVERSITY OF CHICAGO

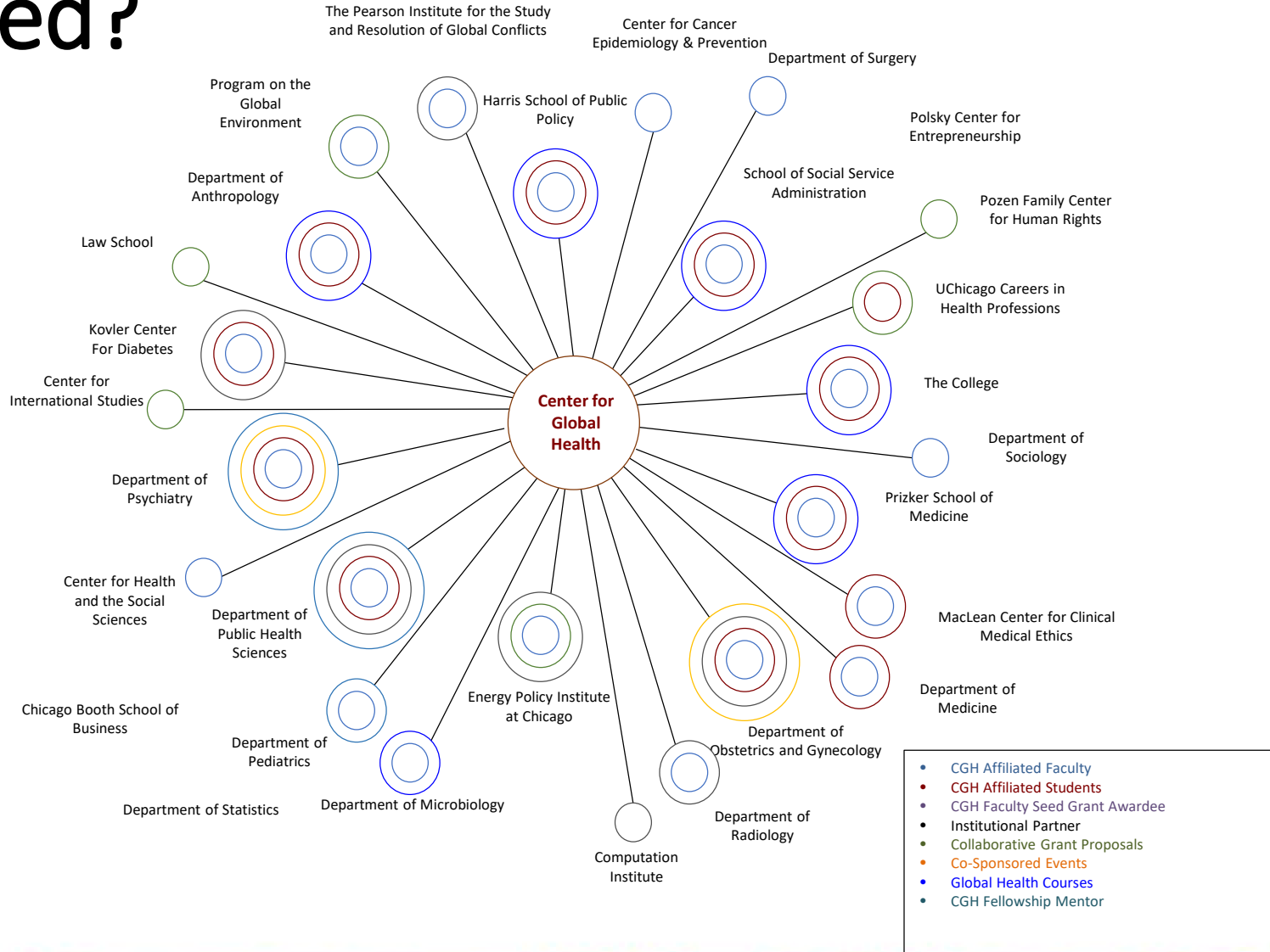
Olufunmilayo Olopade, MD, FACP, OON

Walter L. Palmer Distinguished Service Professor

Associate Dean for Global Health

Director, Center for Global Health

How is global health now increasingly recognized?



How did your global health educational and research activities change?

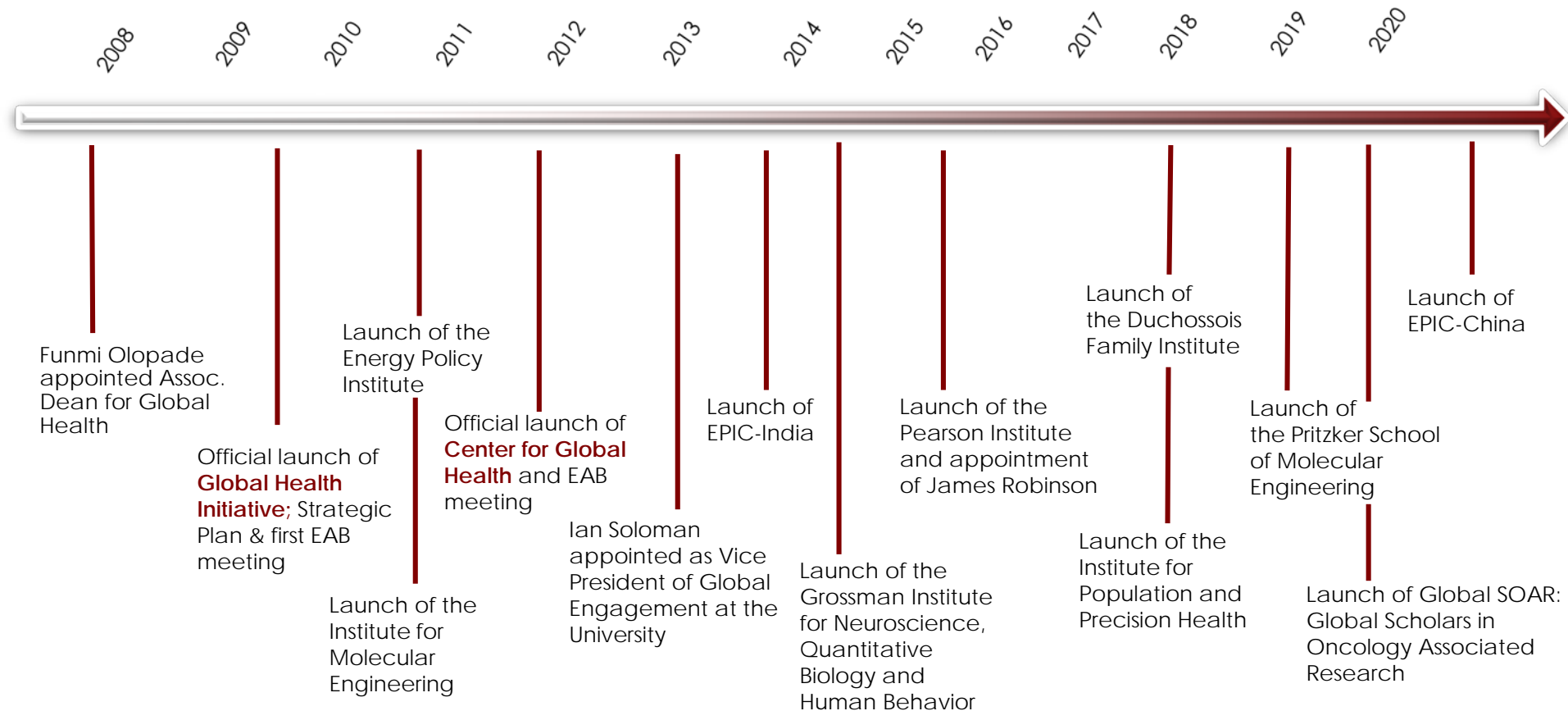


For Students

- Competitive grants intended to enhance the educational experience of University of Chicago College students by supporting scholarly research guided and mentored by faculty focused on global health issues
 - Jeff Metcalf Internship Program
 - College Global Health Research Scholars Program
- Philanthropy to support and enhance student global health experiences & engagement
 - Richard and Susan Kiphart Foundation

How have you leveraged its emphasis amongst your leadership?

AN EVOLUTION – GLOBAL HEALTH RESEARCH & PROGRAMMING ACROSS UofC





UNIVERSITY OF
ILLINOIS CHICAGO

Stacey Chamberlain, MD, MPH

Director of Academic Programs

How is global health now increasingly recognized?

Funding

- Some new federal and foundation funding opportunities for COVID in global context

Promotion, Communications

- A general increased awareness that this health problem is shared by all nations
- An awareness that the U.S. has done far worse than other countries managing COVID

How did your global health educational and research activities change?



For Students

- No possibilities to travel for clerkships or capstone research
- Alternative activities for students via remote engagement with partners in other countries or desk research/writing projects
- Additional journal clubs organized by students
- Additional opportunity to focus on advocacy work that doesn't involve travel

For Faculty

- Faculty projects in other countries have been modified or halted due to COVID
- Faculty proactively worked with students to identify alternative research and educational activities
- Organized multiple COVID-specific remote events with more focus on engaging with partners in LMICs
- Adapting education to online platforms for small group discussions, simulation training, webinars

How have you leveraged its emphasis amongst your leadership?

- Global health is already recognized as valuable amongst our leadership.
- We wanted to show that while our medical center and university are understandably prioritizing a local and state focus, it was also important to maintain a global focus - to support and learn from our partners; to collaborate in research, writing, and training; and to work together towards innovative solutions (e.g. digital mental health).



UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN

Will Sander, DVM, MPH, DACVPM

Assistant Professor of Preventive Medicine and Public Health

Director, DVM/MPH Joint Degree Program

How is global health now increasingly recognized?



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

Funding

- Internal funding for class development
- Community-based
 - YMCA and Rotary Clubs

Promotion, Communications

- More classes and content is widely available that relates to GH
- Global Studies provides promotion options for global health

How did your global health educational and research activities change?



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

For Students

- Improved access to holistic approaches
 - Not just the technical solution
 - Understand the cultural, political, and socioeconomic contexts
- Growing opportunities for field experiences
 - New College of Medicine
 - Improved options pre-COVID-19 in the College of Veterinary Medicine
- Incorporated into other topics:
 - Environmental health
 - Healthcare systems

For Faculty

- Courses
 - Global Health Technologies
 - Global One Health
 - International Health
- More classes taught that relate to GH
 - Preventing pandemics linked to GH issues, particularly zoonotic infectious diseases, using a One Health approach
 - Transboundary animal diseases and their influence on GH
- Research continues in several areas of the world:
 - Central and South America
 - China
 - India

How have you leveraged its emphasis amongst your leadership?



UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN

- Reflecting more on the interconnectedness of all animals including the human animal and what it means for the biosphere health.
 - Additional grants sought and funded
 - Additional courses taught
 - A somewhat more aggressive perspective on how important GH is
 - Additional personal development improvements with attendance and learning from webinars offered by AAAS, NAS, CUGH, and Pulitzer talks



UNIVERSITY OF
**HEALTH SCIENCES
& PHARMACY**
in St. Louis

College of Arts and Sciences

St. Louis College of Pharmacy

Stephanie Lukas, PharmD, MPH

Interim Director, Global Health and Equity Education

Assistant Professor, Pharmaceutical and Administrative Sciences

How is global health now increasingly recognized?



MASTER OF SCIENCE

Global Health and Equity



- 18-month masters program (2 semesters of didactic 6-month student-selected global health and equity practicum)
- Fall 2021 start date

How did your global health educational and research activities change?



For Students

- Advance Pharmacy Practice Experiences postponed then pivoted, virtual or canceled
 - COVID-19 materials for partner
 - Virtual conference and work on masters program
 - Virtual rotation for some partners
- International short-term visiting students
- International week moved to spring, but still important

For Faculty

- Travel
- Some projects postponed but others are initiated
- Virtual work on scholarship and grant writing

How have you leveraged its emphasis amongst your leadership?

- Keeping “global” as part of strategic plan
- Expanding on our foundation of international programs
- Work with leaders in our partners – locally and globally
- At the University, working with “leaders” at all levels – leadership team, faculty, academic technology and other staff, student leaders, alumni
 - Doing more with less, how do we create a support system rather than one more “thing you have to do”



ECK INSTITUTE FOR
**GLOBAL
HEALTH**



UNIVERSITY OF
NOTRE DAME

Heidi Beidinger-Burnett, PhD, MPH

Director, Master of Science in Global Health

Eck Institute for Global Health, University of Notre Dame

How is global health now increasingly recognized?

Funding

- Absence of systems and structures
- Lack of funding for health departments, staff and resources

Promotion, Communications

- Term “public health” is “in the news”
- The public is more interested in understanding basic principles of health

How did your global health educational and research activities change?



For Students

- Reorganization of semester activities - no travel
- Engagement in real-time flexibility
- Conduct virtual research at all levels (including undergraduates)
- Fewer student work opportunities

For Faculty

Research:

- Virtual primary data collection
- Secondary-data analyses
- Systematic literature reviews
- New focus: COVID-19
- Computational approaches
- Instructional approaches modified

How have you leveraged its emphasis amongst your leadership?

- *Consider This!* Simplifying the COVID-19 Conversation
- Social Determinants of Wellness Task Force COVID-19, December 2020 Forum: What Comes Next?
- Activated a Global Health Research Associate fellowship to place GHRAs at local health department
- Developed a process to monitor and report on food pantry inventories



THE UNIVERSITY OF
TOLEDO

Kris Brickman, MD

Chief Physician Executive

Senior Associate Dean for Innovation & Simulation

Director, Global Health Program

Professor, Emergency Medicine

How is global health now increasingly recognized?



- The COVID pandemic has provided visibility to health system disparities throughout the world
- No region was spared the impact of COVID-19
- Worldwide efforts focusing on treatment and vaccine development

How did your global health educational and research activities change?



For Students and Faculty

- International travel to global health sites impossible for on-site education
- Global health research and education tools focused on virtual communication
- Emphasis centered on COVID-19 education process and case management

How have you leveraged its emphasis amongst your leadership?



- Expanded emphasis on simulation education and training
- Enhanced focus on virtual audiovisual tools for outreach



knowledge changing life

Stephen Hargarten, MD, MPH
Associate Dean for Global Health
Professor of Emergency Medicine

How is global health now increasingly recognized?



knowledge changing life

Funding

- Institutional support cut, zeroed
- Sustained internal funding for GH faculty seed projects; awarded 7
- Faculty extramural funding increased with resulting NIH success

Promotion, Communications

- COVID response team and public facing communicators are our most active global health faculty
- Natural ability for MCW to become the trusted, fact-driven COVID-19 resource
- [Milwaukee Metropolitan Chamber of Commerce](#) partnership to address MKE's "[health and the economy](#)"
 - [Smart Restart Toolkit](#) developed for their 1800 local business members

SMART RESTART, SMART BUSINESS HEALTH & SAFETY CHECKLIST Coronavirus (COVID-19)



The Health & Safety Checklist was developed based on national and local best practice guidelines. Review the below checklist to identify risks and implement health and safety procedures to prepare and protect your workforce, customers, and facility.

OPENING

- Identify an Internal Health & Safety Champion
- Identify your Local Health Department Contact
- Introduce COVID-19 Disinfecting Practices
- Create Social/Physical Distancing Policies
- Implement PPE Protocols
- Communicate with Workforce
- Develop a Response Plan



OPERATING

- Implement Screening Practices
- Communicate with Customers and Vendors
- Establish Meeting Protocols
- Maintain Disinfecting and Social/Physical Distancing Practices

PLEASE WEAR A FACE COVERING



- Wash your hands before putting on your face covering
- Put your face covering on and take it off at home
- Cover your nose, mouth and chin
- Keep hands away from your face and your face covering
- Wash your face covering between uses and never share it



Download Here

coronavirus-mmac.org/smart-restart

How did your global health educational and research activities change?



knowledge changing life

For Students

- Leverage long-term local collaborations & faculty's strong global partnerships
- Active in local demonstrations, protests
- Learn new skills of virtual engagement from home (research data collection, partnership tending)
- Engage in virtual educational platforms (webinars, panels, CUGH advocacy Day, Emory GH Case Conference)

For Faculty

- Leveling of power differential amongst global partners
- Research paused and amended to include COVID components
- Global health partnership development grows more virtual
 - Research training initiatives, case conferences, grand rounds, telemedicine

How have you leveraged its emphasis amongst your leadership?



knowledge changing life

- Launched new [Master of Science in Global Health Equity](#)
- Strengthened our community engagement mission through public town halls, provided epidemiology data summaries for area health departments
- MCW renewed commitment to global health principles as social justice, equity with COVID disparities data and spotlight on structural racism
- Connection to the private sector (manufacturing innovations for local PPE supplies)
 - **MKE is prime to become the next center/hub for biohealth/tech innovation in the heartland**
- Public release of the inaugural *“Greater Milwaukee Global Health Impact Study”*

Published April 2020,
[Full Report](#)

To measure the breadth and depth of global health activities and to communicate the sector's impacts on the regional economy

If interested, contact:
Jennifer Ozawa
Senior Economist
Innovation and Economic
Development
jozawa@rti.org

[Washington Global Health Alliance Report](#)



Greater Milwaukee Global Health Landscape Study



Anne Dressel, PhD, CFPH, MLIS MA

Director, Center for Global Health Equity

Assistant Professor, College of Nursing

How is global health now increasingly recognized?

Funding

- Program officers at federal agencies, like NINR, have emphasized a focus on domestic studies
- Challenging to find funding for global health research
 - In-person research hiatus due to Covid-19

Promotion, Communications

- Radio interview on global health programs – Sept 2020 (*WMSE 91.7FM; CTSI Discovery Radio*)
- Webinar on Health Disparities and Covid-19 – June 2020
- Virtual Infosessions about UWM's global health programs – June and August 2020
- Virtual Global Health Research Gallery presentations – July 2020

How did your global health educational and research activities change?



For Students

- Global health classes are online for Fall 2020
- Summer & Fall 2020, and January (Winterim) 2021 global health study abroad programs canceled
- Plans underway for global health study abroad program Summer 2021

For Faculty

- Recruitment for global programs, in general, including global health, has been challenging in current political atmosphere → low course enrollments
- In-person research activities prohibited March 2020 – September 2020
- Very productive summer regarding global health publications and manuscript submissions

How have you leveraged its emphasis amongst your leadership?

- Unique opportunity to highlight importance/relevance of global health to everyone
- Support for Assistant Director of CGHE
- Collaboration between CGHE, Local to Global Community Health Research Focal Area, Committee on Practice & Partnerships, Diversity/Equity/Inclusion Task Force
- Despite the current pandemic and its impact on UWM, challenges exist regarding raising awareness about UWM's global health programs among leadership and media staff
- State budget cuts have impacted UWM's programs, recruitment, and enrollments



Washington University in St. Louis

Caline Mattar, MD

Assistant Professor, Department of Medicine, Division of Infectious Diseases
Director, Global Health Track for Infectious Diseases
Director, Global Health Scholars Pathway in Internal Medicine
Associate Program Director, Internal Medicine Residency Program

How is global health now increasingly recognized at WashU?

Institutional Funding, Promotion, Communications

- Some institutional funding for “pandemic” global research
- Increased interdisciplinary engagement around COVID activities
- Participation in local decision making through partnerships with other institutions and local authorities

Solutions

- Seek funding – DS-I Africa (data science - NIH), USAID-ASHA, CDC, NHLBI, Fogarty D43, Gates

How did your global health educational and research activities change?



For Students

- Development of new online courses relevant to the pandemic –
 - i. Skill Lab on Pandemic Preparedness (graduate)
 - ii. The Pandemic: Science and Society (undergraduate); largest course ever (>1250 undergraduate)
- Adaptation of existing courses to include topics such as social determinants of the pandemic, policy implications, etc.
- Expansion of Global Health Mentoring Program to faculty and students at other institutions
- Medical school curriculum renewal- New Global Health and Advocacy Pathway

For Faculty

- Existing field activities and research on hold or cancelled
- Shift from “original” research focus to local, remote and pandemic related topics - disease focus, coping, mental health, isolation
- Participation on national and international expert committees on COVID

How have you leveraged its emphasis amongst your leadership?

- Applying for multi-country grants and negotiating financial support from the university (e.g. staff effort, travel, credit, etc.)
- Engaged leadership in various online fora, e.g. COVID and women's health symposium, summer research program
- Renewed support to resume global health projects



Kristiana Kaufmann MD, MPH: Co-Director WSUGHA
Global and Urban Health Section Director, Department of Emergency
Medicine

Ijeoma Nnodim Opara MD: Co-Director WSUGHA
Assistant Program Director, Internal Medicine and Pediatrics Residency

How is global health now increasingly recognized?



Funding

- Private donations for student travel
- Coordinator support

Promotion, Communications

- Assistant Dean of Global Affairs
- Global Health Track
- Global Health Research Collaborative
- Kudos for COVID response

How did your global health educational and research activities change?



For Students

- Global health education has gone fully online
- Local community engagement is now virtual and supportive
- Virtual Global Health experiences through CHFI

For Faculty

- Research mostly postponed/delayed and shifted toward COVID studies
- Global health partnerships are now virtual and supportive
- Global Health Research Collaborative Workshop online

How have you leveraged its emphasis amongst your leadership?



- Facilitated discussions with new Dean
 - Global Health Concentration Track is being designed
 - Building Bi-Directional partnerships
- Improved connection to Dept of Public Health and governmental agencies
- Improved connection to the private sector
- Continued challenges due to overall salary and hour cuts across University and faculty



THE OHIO STATE UNIVERSITY

WEXNER MEDICAL CENTER

Diane L. Gorgas, MD

Professor -Clinical

Vice Chair of Academic Affairs

Department of Emergency Medicine

Executive Director, Office of Global Health

How is global health now increasingly recognized?

Funding

- OSUWMC will be a test site for a 30,000-person clinical trial testing an experimental COVID-19 vaccine. NIAID-funded.
- \$10M NCI grant to study COVID-19 in first responders.

Promotion, Communications

- Creation of HealthBeat HUB to provide one stop source for all COVID-related news.
- Town Halls and Videos on how the medical center is responding to the global crisis.
- Seminars and lectures have been developed directly related to COVID i.e., Navigating the Impact of COVID on Research.

How did your global health educational and research activities change?



THE OHIO STATE UNIVERSITY
WEXNER MEDICAL CENTER

For Students

- Virtual instruction means we can offer programming to larger volumes of students. GISGH enrollment increased 4X
- Virtual global health electives circumvent travel restrictions.
- Increased student participation due to easier access-online vs. physical presence.
- Fewer social options means more time/oppty to take classes

For Faculty

- Planned travel to southeast Asia to explore potential host sites for senior medical students had to be postponed.
- Faculty have created and delivered additional course offerings.
- Potential to collaborate with other institutions such as bi-directional speaker bureau with U of M.

How have you leveraged its emphasis amongst your leadership?

- Leadership has been appreciative of our ability to be flexible and adaptable. We have made sure the College is updated regularly on our activities and the increased student interest. While the importance of global health has been clearly demonstrated, the funding available has decreased across campus and in all departments for the coming year, which will challenge us to be even more innovative.
- A new Dean of the College of Medicine will begin Oct. 1. This should offer an opportunity to discuss global health as a part of her getting to know the people and programs in the college.



Christine Schindler, PhD, RN, CPNP

Clinical Associate Professor-Marquette University

Advanced Practice Provider Director-Critical Care/Palliative Care

Medical College of Wisconsin

How is global health now increasingly recognized?

- Global Health Concepts- South Africa
- Physician Assistant Clinicals- Belize
- Community Nursing- Peru
- Global Mobility Outreach- Philippines
- Global Health and Community Based Approach- Brazil

How did your global health educational and research activities change?



For Students

- Virtual educational exchanges with students at partner universities.
- Students engaging virtually about their experiences with CoViD-19

For Faculty

- Collaborate with faculty from other Jesuit universities from around the world to develop and teach global health courses together.
- Currently exploring scholarship collaboration with University of Western Cape around public health and CoViD-19

How have you leveraged its emphasis amongst your leadership?

- Global Health Scholars
 - Intentional Community of Scholars focused on education and scholarship
 - Bringing speakers and activists to campus
- Way-Klingler teaching award to develop Global Health Equity minor
- Participating organization in MKEGHC
- Team awarded Marquette University Explorer grant
 - Interprofessional team using virtual reality to prepare students for global health experiences



Institute for Global Health MICHIGAN STATE UNIVERSITY

Travis Gordon, DO

Asst. Director of International Studies: Yucatan, Mexico

Assistant Professor Osteopathic Manipulative Medicine

How is global health now increasingly recognized?



Institute for Global Health
MICHIGAN STATE UNIVERSITY

Funding

- Always a priority at MSU
 - Study Abroad in 12 countries
 - Students and residents to 57 countries
 - Safety/security for statewide campus system (32 hospitals, nearly 2,000 residents)
- Focus on transdisciplinary approach to health, concept of pandemics being more than just “medical”
 - One Health

Promotion, Communications

- Masters in Global Health
- Research focus on Covid19, creative ways of approaching prevention and access to healthcare



How did your global health educational and research activities change?



Institute for Global Health
MICHIGAN STATE UNIVERSITY

For Students

- Student research becoming more crucial...adaptation?
 - Lack of other options
 - Higher appreciation for global health
- New scope for previous global health programs

For Faculty

- Prevention – Waste water
- Diagnostics – Nanotechnology
- Clinical Treatment – Back to basics?

How have you leveraged its emphasis amongst your leadership?



Institute for Global Health
MICHIGAN STATE UNIVERSITY

- Establishment of “virtual institutes”
- “Education and Research Consortium of the Americas”
 - USA, Canada, Mexico, Peru, Brazil, Dominican Republic, Cuba...
 - Infectious/Tropical Diseases
 - Water Quality
 - Bees
 - Ecology/Forestry
 - Psychosocial determinants of Disease (“Covid collateral damage”)
- Allows us to connect talent from MSU to the world with little “buy in”



Closure

Monograph development to describe the emerging themes of the Midwest experience

Thank You

Who would like to host 2021 & 2022 annual meetings?