Minority Serving Institutions (MSIs) And Global Health

January 24th 2017
1 pm EST/10am PST

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SPEAKERS

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Côte d’Ivoire

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Child Family Health International (CFHI)
USA
Building Capacity at MSIs for Global Health Careers

LaHoma Smith Romocki, PhD, MPH
Associate Professor, Public Health Education
North Carolina Central University
Overview

• Gaining international and cross-cultural experience - “part of the 21st century resume”

• Students who study abroad – higher grades, higher graduation rates

• Cross-Cultural, economic and cultural enrichment

• Career opportunities and benefits

## Total fall enrollment in degree-granting postsecondary institutions, by race/ethnicity of student: 2014

<table>
<thead>
<tr>
<th>U.S. students enrolled in Institutions of higher education (2 yr and 4 yr)</th>
<th>17 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Students who Study Abroad</td>
<td>313,415</td>
</tr>
</tbody>
</table>

| Field of Study | STEM Fields 23.9%  
Business & Management 20.1%  
Social Sciences 17.3% |
|---|---|

*Source: Open Doors Report on International and Educational Exchange, 2014*
Percent of U.S. Study Abroad Students by Race/Ethnicity

Source: (NAFSA, 2015)
## US Students Abroad

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>4.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Asia</td>
<td>11.9%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Europe</td>
<td>53.3%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Latin America</td>
<td>16.2%</td>
<td>16%</td>
</tr>
<tr>
<td>Middle East</td>
<td>2.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>North America</td>
<td>.5%</td>
<td>.5%</td>
</tr>
<tr>
<td>Oceania</td>
<td>3.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Multiple Regions</td>
<td>7.7%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Impact

- Significant gap in profile of those who study abroad with minorities falling behind their white counterparts (IIE, 2015)
- Limited ability to gain the basic competencies, knowledge, cultural competency skills (including language) to be competitive for entry level positions
- Do not gain valuable cross-cultural skills that enable them to successfully work in similar communities in the US
- Lack of minorities in pipelines who pursue international fellowships, internships, volunteer opportunities (USAID, CDC, Peace Corps)
- Underrepresentation of US minorities in masters, doctoral programs entering the global health workforce (CUGH, 2015)
MSIs

- MSIs - Institutions enrolling at least 25% of one particular minority group—Black, Hispanic, Asian, or American Indian undergraduates

- In 2004 - 1,254 institutions

- Enroll 58% of the 4.7 million minority undergraduates

- Account for 32% of all degree-granting Title IV institutions

- Hispanic-serving institutions (27%), Black-serving non-HBCUs (16%), Asian-serving institutions (8%), HBCUs (5%), and American Indian-serving institutions (1%)
Minority Serving Institutions

- 2 year and 4 year
- Historically Black Colleges and Universities (HBCUs)
- Tribal Colleges and Universities (TCUs)
- Predominantly Black Institutions (PBI)
- Hispanic Serving Institutions (HSIs)
- Alaska Native Serving Institutions (ANSI)
- Asian American and Pacific Islander Serving Institutions (AAPISI)
- Native Hawaiian Serving Institutions (NHSI)
- Native American Serving Non-Tribal Institutions (NASNTI)

Research Question

• What are some factors affecting the participation of minority students in study abroad activities and global health activities?
Challenges

• Resource Constraints
• Senior Leadership
• Clear policies and consistent practices
• Shared understanding by administrators and faculty
• Long-term vs. short-term vision

Source: Creating Global Citizens: Challenges and Opportunities for Internationalization at HBCUs - American Council on Education – Center of Internationalization and Global Engagement
Major Findings

• Challenges for Students
  – Financial
  – Family & Parental Attitudes
  – Anxiety
  – Lack of Identify with program locations

• Challenges for Faculty
  – Course loads
  – Cost and resources
  – Commitments

• Challenges for Institutions
  – Curriculum requirements
  – Program and scheduling difficulties

Increasing Diversity Abroad: Expanding Opportunities for Students at Minority Serving Institutions

CIEE

Univ of Penn Center for MSIs
Findings

Benefits – The Experience

“....So you can connect with different cultures, going to other countries and ....coming back with that experience...”

Findings

- Financial
- Lack of Knowledge
- Fear of the Unknown
- Lack of mentors and networking
Conclusions

• Minority Students are interested in global health careers but often do not participate in activities that will put them on the trajectory for a global health career
• Continue efforts to address barriers: funding, lack of knowledge about opportunities, lack of mentoring and support to network and pipelines for internships
• 4 Fs
• 6 Cs
Recommendations

• Engage faculty and administrators - mentors

• Integrate global health projects into curriculum and service learning activities

• Update curricula and identify opportunities that meet the 4 year curriculum requirements so that students can still graduate on time
Recommendations

• Develop relevant coursework and summer institutes for undergraduate students
• Strengthen partnerships with other universities to increase opportunities for collaboration at the local and global levels
• Conduct Interdisciplinary efforts (research and training)
• Target specific fellowship and scholarship efforts to minority students
Looking Forward

• White House Initiative on HBCUs
  – (State Department, USAID, CDC, Peace Corps)
• CIEE
• ACE
• IIE
• NAFSA
• HBCU and MSI Alliances
• University of Penn Center for MSIs
• CUGH
Thank you!

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Developing the #NextGenGH

A QUICK OVERVIEW

DIRECTOR OF COMMUNICATIONS, OUTREACH, AND DIVERSITY
USAID Global Health Fellow's Program II

IN PARTNERSHIP WITH:

GLOBAL HEALTH CORPS
GlobeMed
PYXERA GLOBAL
FACES FOR THE FUTURE COALITION
Mirroring American Diversity in GH

PROGRAM VISION

Develop a diverse group of global health professionals at different stages in their careers to support, sustain and strengthen the effectiveness of USAID’s Bureau of Global Health’s current and future programs.

KEY RESULT

GHFP-II works to bring more diverse individuals into the field of global health – academic study and workforce.
Skills for Success in GH

STRENGTHENING
GLOBAL HEALTH COMPETENCIES

The most important non-clinical skills successful for GH careers are:

- **57%** Program Management
- **39%** Monitoring and Evaluation
- **37%** Communication with Client, Counterpart and Community
- **33%** Strategy and Project Design
- **27%** Collaboration and Teamwork
Creating a Global Health Career Pathway

PARTNERSHIP WITH
FACES for the FUTURE COALITION

FACES students demonstrate clinical skills, including George, GHFP-II's GHYS featured student.

Visit GHFP’s YouTube channel for the FULL video!
Support at Every Level

Globem Med

PARTNERSHIP WITH
GLOBEMED

HIGHLIGHTS

10
GLOBEMED CHAPTERS
STARTED AT MSIs

281
INTERNSHIPS FUNDED

228%
INCREASE OF STUDENT
ETHNIC DIVERSITY

Spelman and Morehouse College GlobeMed Chapter
Engaging Diverse Students Nationally

OUTREACH

MINORITY SERVING INSTITUTIONS (MSIs)

150

NUMBER OF OUTREACH EVENTS TO REACH DIVERSE AUDIENCES

*Through September 30, 2016

11,403

NUMBER OF DIVERSE INDIVIDUALS REACHED

*Through September 30, 2016

North Carolina Central University
Durham, NC
Resources Supporting Diverse Students

PURSUING OVERSEAS OPPORTUNITIES FOR SUCCESS IN GLOBAL HEALTH

BACKGROUND

The Global Health Fellows Program (GHFP) II is the United States Agency for International Development (USAID) Global Health (GH) Bureau’s premier Fellowship program that identifies diverse, technically excellent professionals at all levels to achieve the Agency’s health priorities. GHFP-II supports USAID’s thought-leadership in developing a diverse next generation of GH professionals who mirror the American people.

Through multiple iterations of this program, GHFP-II has accumulated decades of experience in international development and supported hundreds of Fellows and Interns to enhance the Agency’s ability to manage complex GH challenges. This expertise provides GHFP-II the ability to offer guidance on the competencies and experiences essential to GH career development.

This guide is a resource for future global health leaders to increase access to overseas opportunities needed for GH career success. Particular attention is paid to how those underrepresented in the field can obtain global experiences by addressing the main concerns (family, funding, and pre-departure preparation) often faced by minorities seeking overseas opportunities.

- First, the importance of international experience for a successful GH career is explained.
- Next, the barriers faced by those underrepresented in GH when attempting to pursue overseas exposure are examined.
- Finally, solutions and additional resources to tackle these challenges are offered.

“When it comes to global health, there is no ‘them’... only ‘us’.”

— Global Health Council

RESOURCES SUPPORTING MSI STUDENTS

- INFORMATIONAL INTERVIEWS
- RESUME TIPS
- WEBINARS ON GHFP-II YOUTUBE CHANNEL
- NETWORKING EVENTS

GLOBAL HEALTH CAREER RESOURCE GUIDE

Available at www.ghfp.net/resources
Join the conversation on our platforms and don't forget to tag us!
CDC Global Health
Saving Lives Overseas, Protecting Americans at Home
CDC 50 Years in Global Health | Achievement and Challenge

- CDC first travels overseas, assists in Southeast Asia smallpox and cholera outbreaks
- Foreign Quarantine Service joins CDC
- Global eradication of smallpox certified
- Elimination of polio certified in the Americas
- SARS first reported in Asia
- Ebola outbreak in West Africa
- Malnutrition and famine, Lassa, Ebola 1960s-1970s
- HIV/AIDS, tuberculosis, malaria, polio 1980s-1990s
- PEPFAR, PMI, H5N1 and H1N1 influenza 2000s-2010s
National Health Security: Protecting America from Disease Outbreaks

Health System Strengthening: Promoting Stable Societies

It's the Right Thing to Do

Health Diplomacy

Stable Societies Can Provide Economic Growth Opportunities

REASONS TO PURSUE CAREERS IN HEALTH GLOBALLY
CDC’s Global Health Expertise

- Surveillance and strategic information systems
- Translational, implementation and operational research
- Laboratory system strengthening and networks
- Public health workforce strengthening
- Public health emergency response
CDC’s Global Health Strategy

VISION
A world where people live healthier, safer and longer lives

MISSION
Protect and improve health globally through science, policy, partnership, and evidence-based public health action

HEALTH IMPACT
Improve the health and wellbeing of people around the world

HEALTH SECURITY
Improve capabilities to prepare and respond to infectious diseases, other emerging health threats, and public health emergencies

HEALTH CAPACITY
Build country public health capacity
Public Health Threats

<table>
<thead>
<tr>
<th>Year</th>
<th>Threat</th>
<th>Cases</th>
<th>Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Anthrax</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>2002-03</td>
<td>SARS</td>
<td>8,096</td>
<td>77</td>
</tr>
<tr>
<td>2009</td>
<td>H1N1</td>
<td>43-89M</td>
<td>~284,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>Ebola</td>
<td>&gt;28,500</td>
<td>&gt;11,000</td>
</tr>
</tbody>
</table>

EMERGENCE & SPREAD OF NEW PATHOGENS

GLOBALIZATION OF TRAVEL, FOOD AND MEDICINES

RISE OF DRUG RESISTANCE

INTENTIONAL ENGINEERING/ACCIDENTAL RELEASE
Center for Global Health

- Division of Global HIV & TB
- Division of Parasitic Diseases and Malaria
- Global Immunization Division
- Division of Global Health Protection

OFFICE OF PUBLIC HEALTH PREPAREDNESS AND RESPONSE

NATIONAL CENTER FOR EMERGING AND ZOONOTIC INFECTIOUS DISEASES

NATIONAL CENTER FOR HIV/AIDS, VIRAL HEPATITIS, STD, AND TB PREVENTION

NATIONAL CENTER FOR IMMUNIZATION AND RESPIRATORY DISEASES

OTHER PROGRAMS
1,700 CDC Staff in 63 Countries

- In FY15, CDC sent 1,478 travelers on 3,756 assignments to 351 duty stations in 141 countries

CDC staff overseas, including those assigned to international organizations

Technical collaboration

—as of July, 2016
CDC’s Global Presence

Yearly global budget of about $2.9 Billion

— as of July, 2016
Country Office Coordination and Implementation

Example from Nigeria

“ONE HEALTH”

GLOBAL HIV/AIDS

PRESIDENT’S MALARIA INITIATIVE

CDC NIGERIA FIELD EPIDEMIOLOGY TRAINING PROGRAM

GLOBAL IMMUNIZATION POLIO
## CDC Works Through Global Health Partnerships

<table>
<thead>
<tr>
<th>OTHER U.S. GOV'T AGENCIES</th>
<th>PHILANTHROPIC ORGANIZATIONS</th>
<th>NON-GOV'T ORGANIZATIONS</th>
<th>UNITED NATIONS AGENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Institutes of Health</td>
<td>United Nations Foundation</td>
<td>Bill &amp; Melinda Gates Foundation</td>
<td>CARE</td>
</tr>
<tr>
<td>US AID</td>
<td>CDC Foundation</td>
<td>The Carter Center</td>
<td>UNICEF</td>
</tr>
<tr>
<td>PMI</td>
<td>Bloomberg Philanthropies</td>
<td>Malaria Zero</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>FDA</td>
<td>APHA</td>
<td>PATH</td>
<td>UNAIDS</td>
</tr>
<tr>
<td>Peace Corps</td>
<td></td>
<td></td>
<td>The Global Fund</td>
</tr>
</tbody>
</table>

### PRIVATE SECTOR
- APHL

### ACADEMIC INSTITUTIONS
- UCSF
- Vanderbilt University
- Columbia University
- icap
Examples of CDC’s Global Health Partnerships

**OTHER U.S. GOV’T AGENCIES**
- Department of Defense
- Department of State
- HHS
- NIH
- Peace Corps
- USAID
- USDA
- PMI
- US Food and Drug Administration

**PHILANTHROPIC ORGANIZATIONS**
- Gates Foundation
- UN Foundation
- Bloomberg Philanthropies
- American Public health Association
- CDC Foundation

**NON-GOV’T ORGANIZATIONS**
- CARE
- Carter Center
- GAVI
- Rotary International
- Task Force for Global Health
- PATH
- International Association of National Public Health Institutes
- Malaria Zero
- Red Cross

**UNITED NATIONS AGENCIES**
- WHO
- The Global Fund
- UNICEF
- The World Bank
- UNAIDS

**MINISTRIES OF HEALTH**

**ACADEMIC INSTITUTIONS**
- ICAP
- University of California San Francisco
- Vanderbilt University
- Columbia University

**PRIVATE SECTOR**
How did I get here?
Thank you!

Questions and Discussion

(Please use the “Question” box in the right hand control panel. Provide the name and location of your institution)