Consortium of Universities for Global Health (CUGH)

EDUCATION COMMITTEE

ANNUAL REPORT 2019 –(2020)

Chair: Dr Quentin Eichbaum

Introduction / Highlights

The CUGH Education Committee (EC) had an active year with regular bimonthly conference calls that included the chairs of the 8 subcommittees and 3 working groups – an approach that has continued to facilitate communication and collaboration. Some of the year’s significant events for the EC are as the following:

1. **Subcommittee (SC) highlights:** The **Capacity Building SC** Capacity Building Database platform was finally completed and launched. Efforts are now centered on encouraging active participation on the site and next steps will focus on monitoring and evaluation of the database and assessing its functionality. The group is in the process of developing a scoping review on international partnerships and collaboration in capacity building. The **Competency SC** worked on an intensive revision of the *Global Health Competencies Toolkit* and launched the 2nd edition of this valuable tool. They launched the *Modules in Global Health Starter Kit for Dentistry*, and four members participated in an “Experiential Faculty Development Workshop on Global Health” in Costa Rica. This SC also hosted a Satellite meeting at CUGH 2019 titled “An Education Journey: From competency to classroom to community.” The committee also developed a CUGH Global Health Competencies Took Kit Survey to better understand the utilization of the Second Edition (2018) Tool Kit, and has collaborated with the Educational Products SC to consider how to present the Toolkit as an educational product. **Educational Products SC** is a critical partner for the Capacity Building SC to provide quality assured education products for LMICS (and others). The SC continued to curate education material on the CUGH website and is planning further examination of the current 180 education products to retain only those of the highest quality. The **Masters and Undergraduate Degrees in GH SC** created an operational manual to guide its work and procedures, and began working on several research projects exploring best practices for the assessment of experiential learning outcomes. They examined the types of global health majors, minors, and programs being offered by diverse types of colleges and universities, and at the Master level examined curricula used by North American M.S. M.A and MPH programs. The group published a couple of excellent articles on these efforts and collaborated with Competencies SC to host an educator workshop, “Integrating Experiential Learning into Global Health programs” in Costa Rica. The
Workforce SC held a competitive election introducing 12 new members onto the committee. It launched its survey on “employer skills expectations” which had been 2 years in planning and design. The results of this survey were analyzed, a conference abstract was submitted, and the manuscript is being drafted. The USAID-funded study of trainee job expectations was recently accepted for publication in Annals of Global Health coupled with a planned editorial commenting on the article’s findings. A number of additional studies are being planned such as a survey on LMIC rural service contract/postgraduate medical training in Nepal, and a study on work force issues implicated in climate change.

1. The new track for CUGH conference abstract submissions on Education, Ethics and Health Policy that was successfully implemented for the 2018 conference, was modified following feedback from last year. Review of about 400 submissions was completed by a team of Education Committee members.

2. For the CUGH 2020 conference, the format of the Education Satellite will again include “Hot Topics in Global health” and “Roundtable Discussions” around projects on innovative ideas in GH. This format received excellent reviews this year 2019. Submissions were accepted by a competitive and objectively scored process using a scoring rubric developed by the Satellite Organizing Committee chaired by Dr Quentin Eichbaum. The EC Satellite next year will be accommodate between 160-200 participates and will likely again extend in duration to about 5 hrs as it did last year.

3. The AFREhealth-CUGH Working Group (ACWG) is co-chaired by the AFREhealth president, Dr Marietjie de Villiers (from Stellenbosch University, S. Africa) and CUGH EC chair Dr Quentin Eichbaum, but has transitioned to being an independent working group as it includes subgroups on Research and Student Exchanges. The ACWG had a successful workshop at the AFREhealth conference in August in Lagos Nigeria, where we also planned to work together with AFRIPEN on interprofessional education. The group is planning another Satellite at CUGH 2020.

4. Global Health Humanities (GHH) WG was officially launched from within the EC in late 2018 and has now become a very active and diverse international group functioning independently of the EC.

Education Committee Members:

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<thead>
<tr>
<th>Quentin Eichbaum, Chair</th>
<th>Vanderbilt University Medical Center</th>
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<tr>
<td>Virginia Rowthorn</td>
<td>University of Maryland Francis King Carey School Of Law</td>
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<td>Cristina Redko</td>
<td>Wright State University Boonshoft School of Medicine</td>
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<td>Lisa V. Adams</td>
<td>Geisel School of Medicine at Dartmouth</td>
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<td>Francis Barchi</td>
<td>Rutgers, The State University of New Jersey</td>
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<td>Christopher Martin</td>
<td>West Virginia University</td>
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<td>James Hudpseth</td>
<td>Boston University</td>
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REPORTS OF 8 SUBCOMMITTEE CHAIRS AND 3 WORKING GROUPS:

Capacity Building Subcommittee (CBS)

Co-Chairs: Dr Jill Allison, Dr Elsie Kiguli-Malwadde (Dr Andrew Dykens)

Capacity building Sub-Committee has continued with 2 projects.

1. The data base for facilitating partnership development was completed and put on the website. http://www.cughcapacitybuilding.org/. Our main activity has focused on how to move this project forward and how to publicize it. We have publicized it with members of the CUGH and AFREhealth. The CUGH Capacity Building Database helps to address the global health challenge of workforce capacity shortages through an online platform that lists institutional training needs and available institutional training resources. The resulting product enables universities, governments and NGOs in LLMICs to share requests for trainers across a range of medical and non bio-medical disciplines. It aims at enhancing partnerships and collaborations responsive to our developing effort, expanding focus, and emerging and shifting resource limited setting priorities. It has received positive feedback but still needs to be publicized further. Our next step will focus on monitoring and evaluation of the data base and assessing its functionality. Looking at how it can be managed and keeping track of it benefits and challenges. We have continued to reach out to the CUGH members and AFREhealth schools to utilize it.

2. The process of a scoping review on international partnerships and collaboration in capacity building is still on going. This project is led by Nancy Street. Our work includes a scholarly review of the literature to help inform a best practices document that will help partners address contextual differences in their working relationship. These difference might include language, cultural diversity, economic and power differentials, and political or system differences that must be accounted for in both sharing of resources and developing a partnership. Our goal is to develop a toolkit for building collaborative projects that can account for and embrace differences in social, political and economic contexts. The committee is still working on this. We continue to seek out opportunities to collaborate with other Education Subcommittees to ensure smooth alignment with other projects.

Goals for the coming year:
1. Publicize the capacity building database and monitor and evaluate its uptake and usage.
2. Complete our scooping review on international partnerships
3. Look out for projects and probably funding for capacity building activities.

Current Committee Members
   Elsie Kiguli-Malwadde (Co-Chair) African Centre for Global Health and Social Transformation (ACHEST)
   Jill Allison (Co Chair) . Memorial University of Newfoundland
   Andrew Dykens (Past Chair) University of Illinois, Chicago
   Shailendra Prasad – University of Minnesota
   Rachel Bensman CUGH TAC Committee
   Anthony Mai – CUGH TAC
   Elyse Iruhiriye – CUGH TAC
   Inon Schenker - Senior Director Public Health at Teva Global Headquarters
   Vinay Mikkilineni - University of Illinois, Chicago
   Nancy Street University of Massachusetts
   Steve Walsh - Stellenbosch University
   Caleb Joel - Kilimanjaro Christian Medical University College in Tanzania

Global Health Competencies Subcommittee

Co-chairs: Dr Barbara Astle and Dr. Carlos A. Faerron Guzman

Summary - April 2019 – April 2020

1. **May, 2019**: Repeated what work last year with the formation of specific Taskforces and Standing Committees to ensure all members could actively participate on the Competency Subcommittee: Editorial Toolkit Taskforce (7 members); Combined the Research Committee and the Website Analytic Committee to make one committee called the “Research/Analytic Committee (RAT) Committee: (14 members); Nominating Committee (Standing): Competency Repository for Competency Activities/Monitor / Evaluate Committee (Standing) (1 members); Webinar Committee (Standing): (2 members); Educational Products Sub-committee (2 members). [All Taskforces and Standing Committees have remained active throughout this year].

2. **May 2019**: Two members of the Competency Subcommittee continue working on the Sustaining Technical and Analytic Resources (STAR) Committee who volunteered last year, & another new competency committee member: Manager USAID STAR Fellowship [https://www.ghstar.org/]

3. **May 2019 to current**: The Research/Analytic Committee: Led by Barb Astle, Sohaila Cheema, Ijoma Nnodim Opara, Anne Dougherty (with feedback from the other Taskforce members) have developed a CUGH Global Health Competencies Took Kit Survey. The purpose of the survey is to better understand the utilization of the Second Edition (2018) Tool Kit. Currently, the Draft of the Survey is being reviewed by our
Taskforce Members. Our plan is to email it to our CUGH constituents in Nov – Dec, 2019. January – March (Analysis) with the intention of presenting our Findings at the CUGH Annual conference (April 2020).

4. **May 2019 to current:** Working alongside the “Education Products Sub-committee” in their work in streamlining education resources on their CUGH Website.

5. **September 2019:** Our committee submitted “1” Abstracts: to the Education Abstract Pathway.


7. **October, 2019:** Development of the “Planetary Health Competency Framework” led by Dr. Carlos Faerron Guzman (PHA Education Fellow, with other members from this Competency Committee participating and other outside Collaborators [Planetary Health Alliance partnering with CUGH to create a competency framework in Global Health.

8. **January, 2020:** Current plans are underway for the Faculty Development Workshop on Global Health (January 4 – 11, 2020). Two members of the Competency Sub-committee: Jess Evert, & Carlos Faerron Guzman are planning this workshop with other Sub-committee members joining as Faculty Facilitators.

9. **March 2020:** Tentative Webinar about the Survey of the Toolkit.

10. **April, 2020:** Plan to present about our findings from the Survey of the Toolkit (and contribute to the Hot –Topics session).

**Goals met for this current Year:**

1. Development of a Survey to assess how the Competency Toolkit is being used. The Research and Analytic Taskforce are working on the development of the Survey in the next six months (getting ready to distribute to CUGH membership in November – December 2019).

2. The exploration and development of competencies in Planetary Health and Climate change [PHA is working with CUGH with Dr. Carlos Faerron Guzman taking the lead – October 2019].

3. Further plans to validate the Interprofessional competencies and exploration of the development of disciplinary competencies (in progress).

**Anticipated Goals for 2020 - 21:**

1. Writing a Paper on the results from the Survey to assess how the Competency Toolkit is being used.

2. Presenting the development of competencies in Planetary Health and Climate change [PHA working with CUGH with Dr. Carlos Faerron Guzman taking the lead – October 2019].

3. Continue further plans to validate the Interprofessional competencies and exploration of the development of disciplinary competencies (in progress).
Current committee members
Barbara Astle, [Co-Chair] (Trinity Western University, Canada)
Carlos A. Faerron Guzman, [Co-Chair] (Inter-American Center for Global Health [CISG], Costa Rica)
Jessica Evert [Past Chair] (Child Family Health International [CFHI], USA)
Anike Akidge- Manager USAID STAR Fellowship, USA
Nishant Chavan (London School of Hygiene and Tropical Medicine, University of London)
Sohaila Cheema (Institute of Population Health, Weill Cornell Medicine, Qatar)
Comrade Olubunmi Lawal-Aiyedun (Global Nurse lead for Global Initiative for Children Surgery, Nigeria)
Anne Dougherty (Larner College of Medicine at the University of Vermont, USA)
Jeff Hartman (University of Wisconsin, USA)
Ryan Hodgeman (Michigan State University, USA) [TAC Member]
Megan Jehn (Arizona State University, USA)
Alya Landry (Condordia University Texas, USA/Nicaragua)
Carol Lang (George Washington University, USA)
Teresa Machai (Minhica Health Resource Center, Mozambique)
Sarah Matthews (Tulane University, USA) [TAC Member]
Amy Moore (Texas Tech University Health Sciences Center, USA)
Ijeoma Nnodim (Global Health and Urban Equity, USA)
Tommaso Pomerani (University of Florence, Italy) [TAC member]
Natalie Privett Arnold Institute for Global Health, Icahn School of Medicine at Mount Sinai
Brittany Seymour (Harvard School of Dental Medicine)
Joyce Siwila-Sassa (School of Veterinary Medicine, Zambia)
Jennifer Zambriski (Virginia Tech)

Educational Products Subcommittee (EPS)

Co-Chairs: Dr. Lisa V. Adams and Dr. Cristina Redko

1. The EPS is currently co-chaired by Dr. Lisa V. Adams and Dr. Cristina Redko. We have 14 active members.
2. The EPS reviewed all the materials on the CUGH website in the following “Online Global Health Resources” section (accessed from Homepage » Resources » Annotated List of Online Global Health Resources). The two co-chairs took a first pass and then used three meetings to review and discuss which sections are outdated, no longer relevant (i.e., a Google search would yield a better listing and/or would be the default approach for any user/CUGH member). The group is compiling the recommendations to severely reduce the number of sections and items on this page to curate any that remain. We expect to deliver our collective recommendations to the CUGH secretariat in November, though we are also aware that the plans for a new website have been put on hold until they find a web designer for their budget.
3. EPS had previously reviewed the set of 100 training modules that are currently listed on the CUGH website. There were a 2-3 authors who chose to update their materials but most did not respond or declined the request to update. Therefore, we will include a suggestion that
this page be removed (accessed from Homepage » Resources » Global Health Training Modules) and any updated modules be listed on the previous page (Annotated List of Online Global Health Resources). This too will occur when the website redesign is able to move forward.

4. EPS has identified several entities that produce and curate free online resources and we will suggest that these be listed on the redesigned CUGH website with online global health resources. We had the founder of Health4theworld describe her site and its resources to the group (https://health4theworld.org/).

5. EPS explored creating its own repository of global health educational resources following the MedEdPortal model. Discussions the MedEdPortal editors revealed that we do not have the capacity or infrastructure to manage a potentially parallel system and we are better off referring others to submit their materials to MedEdPortal where they can be peer reviewed and if accepted, MEDLINE indexed.

**Committee Members:**

Adams, Lisa (co-chair) Dartmouth/Geisel SOM
Redko, Cristina (co-chair) Wright State University
Bage, Karin Karolinska Instituet
Bensman, Rachel University of Cincinnati Medical Center
Boetig, Brad Uniformed Services University
Goldman, Robin UCSF
Chen, Grace Johns Hopkins University
Frank, Erica University of British Columbia
Hodgeman, Ryan Michigan State University
Instituto Nacional de Salud
Kumar, Shubha Publica, Mexico City, Mexico; UCLA
Kache, Saraswati Stanford University
Martin, Janet Western University, University of Toronto, University of Montreal, University of Barcelona, Catholic University of Rome
McGee, Alex University of Washington
Namak, Shala Wake Forest Baptist Health
Nix, Nancy University of Alaska, Anchorage
Pomerani , Tomasso University of Florence
Global Health Program Advisory Service (GHPAS)

Co-Chairs: Drs. Tracy Rabin and Javier Escobar

Our fourth cohort of mentor-mentee pairs will complete their commitments in December 2019, and will receive a survey in January 2020 to obtain feedback on the program, as well as to assess their interest in participating in a GHPAS Alumni group. We anticipate being able to present the results of this survey at the EC Satellite Session in April 2020.

Additionally, we have closed the application period for the fifth cohort and are in the process of conducting interviews to match mentors and mentees. As before, all advisees must be from a member institution and represent that institution. In this cohort, there will be no individual advisees that are not from a member institution.

Of note, the delay in moving to the interview phase for the fifth cohort was due to a desire to increase the number of mentees and allowing time for additional recruitment efforts. Given the dwindling numbers of mentee applicants, however, the committee will be meeting in November 2019 to talk about the current structure of the program and whether it needs to change to better meet the needs of CUGH members. Importantly, many of the responses to the call for GHPAS applicants, were actually individuals in need of personal career mentorship, and there have been conversations with the CUGH Secretariat as to how to best address that issue.

Goals for the coming year include:

1. Developing a plan to recognize mentors/mentees at the annual CUGH meeting (certificate given by CUGH)
2. Development of an alumni network for the purpose of maintaining engagement with the program (and development of future mentors) and facilitating additional connections. Of note, 53 mentees have participated in the program as part of the first three cohorts.
3. Conducting a survey of all prior mentor/mentee cohorts for the purposes of improving the program and assessing what needs may exist for continuing connections with the group

Current Committee Members:

Tracy Rabin - co-chair - Yale University School of Medicine
Javier Escobar - co-chair - Robert Wood Johnson Medical School

Rinki Goswami
Korydon Smith - University of Buffalo
Maheer Khan - University of Alberta
Masters and Undergraduate Degrees in Global Health Subcommittee (SMUDGH)

Co-chairs: Kathryn H. Jacobsen (Masters programs) and Caryl Waggett (Undergraduate programs)

Accomplishments for 2018–19: The undergraduate working group is finalizing an examination of all colleges and universities in the United States that offer majors and/or minors in global health. The master’s working group published a commentary on MPH concentrations in global health in the American Journal of Public Health and has written manuscripts on MS/MA and MPH curricula and competencies that are under review at peer-reviewed journals. In collaboration with the competencies workgroup, we coordinated and led a successful educator workshop, “Integrating Experiential Learning into Global Health programs” in Costa Rica in 2019 for faculty and administrators (5 countries, 29 academic institutions). We will run this workshop again in Jan 2020.

Goals for 2019–20: (1) Clarify how global health is currently being defined as an academic discipline, and then use that definition to begin formulating a recommended set of distinct but complementary learning objectives for undergraduate and graduate education in global health. (2) Facilitate conversations related to characterizing best practices for implementation and assessment of non-clinical experiential learning opportunities (ELOs) at the undergraduate and master’s level, identifying the activities that CUGH could support that would be most useful for enhancing educational programs at the undergraduate and master’s levels, and exploring other topics pertaining to promoting excellence global health education.

Members 2019–20
• Kathryn H. Jacobsen, George Mason University (co-chair)
• Caryl Waggett, Allegheny College (co-chair)

• Michael S. Bisesi, The Ohio State University
• Peter Brown, Emory University
• Lori DiPrete Brown, University of Wisconsin Madison
• Denishia Clark, Stanford University
• Bronwyn Cross-Denny, Sacred Heart University
• Deborah DiLiberto, McMaster University
• Meredith Gartin, University of Alabama Birmingham
• M. Cameron Hay, Miami University of Ohio
• Adithi Iyer, Stanford University (TAC representative)
• Phil Landrigan, Boston College (ex officio, CUGH Board)
• Irene Langran, Albright College
• Lysa C. MacKeen, Duke University
• Rebecca Malouin, Michigan State University
• Suzanne Maman, University of North Carolina Chapel Hill
• Jill Manske, University of St. Thomas
• Emma McKim Mitchell, University of Virginia
• Laura Opton, Texas Tech University
• Andria Rusk, Florida International University
• Raksha Sule, University of Toronto (TAC representative)
• Heather Lynn Wipfli, University of Southern California

Trainee Advisory Committee (TAC)

Chair: M. Tasdik Hasan
Chair Elect: Priscilla Auguste

1. Summary of activities

Trainee-Advisory Committee (TAC) is made up of 25 students or trainees from various geographical regions, different academic areas of study, and representing multiple experiences. Since March, TAC members have passionately contributed to CUGH internal committees, provided a voice of students and trainees in CUGH activities, and worked on internal initiatives and goals to increase visibility, strengthen engagement, and further connections between trainees and the CUGH. TAC members have participated in the Advocacy and Communication, Research, Membership Drive, Global Health Operations, Education, and Global Health Workforce subcommittees and provided feedback and insight on reports, abstracts, and various initiatives. To increase visibility, TAC’s Social Media Committee has been using Twitter and Facebook platforms to advertize newly invented adverts for the purpose of bringing more awareness to both TAC as a whole and TAC’s Campus Representative program. Through their social media platforms TAC has not only increased an awareness of their program but has also increased its connections with the global health community and educational programs such as Women Leaders in Global Health,
APHA International Health and the International Federation of Medical Students Associations. To strengthen engagement and further trainee connections, TAC’s Campus Representative program has initiated a workshop series that connects students/trainees and addresses important topics such as how to engage elected officials on an array of global health issues and student needs. Periodic newsletters directed towards campus representatives will also increase awareness on advocacy issues. Engagement has also been strengthened through our Conference Planning Committee that has completed their submissions for the CUGH 2020 Annual Conference. Their submissions include a breakout session regarding student mental health discussing child and adolescent health, trainee mental health, and the mental health of volunteers after they return home. They have also planned a satellite session called Advocating for Global Health while at Home: How Trainees can be Effective Advocates. In order to continue to increase the growth and sustainability of TAC, the Elections and Vetting committee created a call and application for new TAC members and the new Chair-Elect. Both processes were completed by October 18, 2019 and both new members and the Chair-Elect are currently being oriented to their responsibilities.

**TAC strategic goals (2020):**

**Goal 1: Strengthening TAC**
- Strengthen TAC engagement in core CUGH activities by inclusive, innovative online & offline initiatives.
- Support members to increase TAC’s visibility during CUGH conferences and other global gatherings by exploring sponsorship opportunities, liaising with agencies and collaborating with relevant stakeholders.

**Goal 2: Assessing need of trainees & possibility of a CUGH mentorship scheme**
- Continue assessing the need & capacity of the TAC members to fulfil trainee’s expectations through yearlong surveys.
- Arranging regular discussion on need assessment and presenting the outcome/ key concerns to CUGH board in a timely manner.
- TAC is stressing on effective integration and dissemination of internal activities to relevant audience to meet the need of trainees. In addition to traditional support by CUGH, exploring the possibility of establishing a CUGH mentorship scheme for TAC will be another priority for the coming year.

**Goal 3: Stress on global activism**
- Raising concern on contemporary global health issues (e.g. climate change, emergence of mental health disorders, gun violence, NCDs etc.) by collaborating with CUGH mentors and initiate effective activism like blogs, vlogs, creative writing, artwork, campus-based campaign etc.
- Designing short- & long-term advocacy initiatives with active involvement of TAC members & campus reps on current global health issues not limited to HICs. Limited resource settings will be given a top priority.

**Current Committee Members:**

2018-2020
- M Tasdik Hasan (Chair- Kings College London & London School of Hygiene & Tropical Medicine)
• Jonathan Luka Ajah (University of Manchester UK & University of Edinburgh)
• Adeolu Olawumi Ilesanmi (Northwestern University Feinberg SOM)
• Raksha Sule (University of Toronto)
• Kyle Wieschhaus Loyola University Chicago - Stritch School of Medicine)
• Nabila Ismail (University of Buffalo, New York)
• Justine Dol (Dalhousie University)
• Megan Tara Casebolt (University of North Carolina Chapel Hill)
• Zayan Mahmooth (Emory University)
• Kiran Thapa (University of Georgia)
• Lyolya Hovhannisyan (David Geffen School of Medicine at UCLA)
• Anthony Mai (University of Iowa, Carver College of Medicine)
• Jessica Stauber (University of Texas Medical Branch)

2019-2021
• Nanyombi Lubimbi (University of Illinois at Chicago)
• Tommaso Ivan Pomerani (University of Florence)
• Rinki Goswami (Wright State University)
• Suzan Mutoni (Makerere University)
• Kateregga Michael (Busitema University)
• Priscilla Auguste (Chair-Elect, Ross University School of Medicine)
• Adithi Iyer (Stanford University)
• Ryan Hodgeman (Michigan State University College of Osteopathic Medicine)
• Nirmal Ahuja (Pennsylvania State University)
• Maheer Khan (University of Alberta)
• Sarah Abigail Matthews (Tulane University)
• Katharine Meinhover <kmeinhover685@stkate.edu

2020-2022
• Asia Payne (Wright State University)
• Yoseph Taye Worku (Millenium Medical College)
• Deepika Khanna (University of Illinois at Chicago)
• Morgan Forteith (University of Texas Medical Branch)
• Foluso Ishola (McGill University)
• Derrick Bary Abila (Makerere University)
• Emma Herbach (University of Iowa)
• Iris Martine Blom (University of Amsterdam)
• Viveka Guzman (Royal College of Surgeons Ireland)
• Lauren Aycock (University of Florida)
• Sara Medina Kasasni (Sherbrooke University)
• Melissa Salm (University of California Davis)
• Tarek Eshak (Pennsylvania State University)
• Sebastian Romero (University of Utah)

Workforce Committee

Chairs: Dr Adam Hoverman and Dr Bill Cherniak
II. Summary of subcommittee activities
   a. 3 areas of focus
      i. Domestic inner city/urban global health workforce
      ii. Rural LMIC global health workforce - focusing on medicine
      iii. Planetary health workforce
   b. Projects
      i. Global Health Employer Survey
         1. Results being analyzed
         2. To assess the needs and job expectations of global health employers from across the world
      ii. LMIC rural service contract and postgraduate medical training in Nepal
         1. Currently in development
         2. To determine the attitudes of graduating medical students toward rural service in Nepal, integrating components of workforce recruitment and retention
      iii. Climate Change / Planetary Health Project
         1. Currently in development
         2. To assess the ways in which climate disproportionately affects certain regions and to develop a set of core competencies for planetary health training
   
III. 2-3 goals for the coming year
   a. Build out rural Nepal and Planetary health projects with identified team-leads
   b. Ensure all members of WFSC are either working on an active project or developing a new project
   c. Explore domestic (USA) global health workforce needs

IV. Names and affiliations
   o Adam Hoverman, (co-chair) Multnomah County Health Department
   o William Cherniak, (co-chair) University of Toronto, Bridge to Health Medical and Dental, and Northwestern University
   o Quentin Eichbaum, Vanderbilt University (Past Chair)
   o Jenn Makin, University of Pittsburgh
   o Zhou (Adam) Chen, University of Georgia and University of Nottingham Ningbo China
   o Suraj Bhattarai, Global Institute for Interdisciplinary Studies (GIIS) and the London School of Hygiene and Tropical Medicine
   o Priscilla Auguste, Ross University School of Medicine
   o Abier Abdelnaby, University of Texas Southwestern
   o Nanyombi Lubimbi, University of Illinois at Chicago
   o Mikey Aramati, Tufts University
   o Dalal Najjar, CUGH Secretariat
   o Maureen Litchveld, Tulane University
   o Kristin Sznajder, Pennsylvanina State University
   o Suzanna Gim, Long Island University and NYU Langone Medical Center
   o Matt Dacso, University of Texas Medical Branch
WORKING GROUPS

Graduate Medical Education Working group

Chair: Dr James Hudspeth

Prior to last year's conference the GME and GH working group mostly focused on a project aiming to improve equity in access to clinical education across different locations (HIC vs LMIC), a project that resulted in an Academic Medicine position paper and a CUGH sponsored webinar this September.

We have generated four project groups after the CUGH conference, with the following focuses:
- improving access to US clinical education for foreign medical graduates, an ongoing project from last year
- developing a basic GH curriculum suitable for use across different GME programs in the US
- building stronger connections with LMIC GME leaders, with a specific interest in whether HIC GME can provide useful support
- assessing the status of GH resources across different subspecialties within medicine

We will reassess around Dec what each of these groups has done, close out projects that have stalled, and allow for further projects to be proposed at that point. Our big goal for the spring conference will be establishing a broader leadership structure - presently James Hudspeth (Boston University) is the overall organizer, with about 25 people involved in the project groups to various degrees, and about 200 people on the email list.

Ethics and Best Practices Working Group

Chair: Dr Tracy Rabin

A workshop was held at the AFREhealth meeting in August 2019, to provide an opportunity for LMIC individuals to contribute to the conversation around best practices and ethics guidelines for global health educational partnerships. This was productive with approximately 30 participants, and the conversation raised the question as to whether CUGH should be working to promote a set of guidelines, or if CUGH should be working instead to support LMIC academics and communities in developing their own guidelines. A proposal was submitted to convene a similar conversation with a wider geographic representation at the annual CUGH meeting in 2020, however this was rejected. At the point, the EBPWG is seeking an alternative opportunity to move this conversation forward at the annual meeting.
AFREhealth-CUGH Working Group (ACWG)

**Co-chairs: Dr Quentin Eichbaum, Dr Marietjie de Villiers, Dr Elsie-Kigule-Malwadde**

This group was started under the Education Committee and reported activities last year but is now an independently functioning working group as its scope of interests extend beyond medical education to include also Research and Student Exchanges.

Global Health Humanities (GHH) Working Group

**Chair: Dr Quentin Eichbaum**

This group was started under the Education Committee and reported activities last year but is now an independently functioning working group as its scope of interests extends beyond medical education.