

Project Name:	Educational Initiative in Global Public Health
MIU Round:	Round 2
Sponsor(s):	College of Agricultural & Life Sciences, Global Health Institute
Coordinator(s):	Sherry Tanumihardjo, Lori DiPrete Brown, John Ferrick, Robin Mittenthal, Sweta Shrestha
Partner(s):	College of Letters and Science, Nelson Institute, School of Medicine and Public Health, School of Nursing, School of Pharmacy, School of Veterinary Medicine, Social Work, College of Engineering, School of Education, Division of International Studies
Report Date:	Year 1, July 2011; Year 2, June 2012; Year 3, July 2013

Project Specific Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Establish an interdisciplinary working group/advisory board on global public health education. • Develop a global public health curriculum through identification of already-existing courses, development of new courses when necessary, and increased coordination among teaching faculty. • Establish an undergraduate Certificate in Global Health.
Project Impact Data Source(s)	Center for Global Health Staff
Baseline Measure(s)	NA. This program did not exist prior to MIU funding.

General MIU Goals and Measures (applicable to project)	
A Increased access in bottleneck areas	The intense interest on the part of students in the Certificate in Global Health coupled with the fact that at least one of the core courses must be taken before the certificate can be declared puts enrollment pressure on the certificate courses. If demand for the certificate is higher than expected, it may be possible that some students could want to declare the certificate but cannot due to lack of space in the prerequisite core course. To monitor potential problems in this area, the certificate courses will use the ISIS waitlist functionality.
C Increased capacity for high-impact practices	The field courses that are part of the certificate requirements involve students working in small groups with a faculty member on a research or field project. These are also taught as service learning courses, requiring reflection on and integration of material learned in courses with the field experience. The possibility of incorporating one or more of the core certificate courses into a First Year Interest Group (FIG) is being discussed.

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D	Increased student learning and teaching excellence	Courses and course activities are designed to explicitly tie the concepts to global public health and to topics in other courses. Activities conducted in class help student see the linkages between topics and their relationship to global public health.
E	More tenured, tenure-track faculty teaching undergraduate courses	All of the core certificate courses are taught by tenured or tenure-track faculty. Many faculty, particularly those from the public health field, are engaging with undergraduate students for the first time.
F	Decreased achievement gaps	Because the core courses are brand new, it is not known whether achievement gaps exist. More generally, core courses were designed to meet the needs of a diverse range of student issues. Once the classes are up and running, staff will monitor final grades for achievement gaps.

Progress Reports

Year 1, 2010-11	<ul style="list-style-type: none">• Created the Global Health Working Group and advisory board.• Planned and implemented a global health curriculum. Three new foundational/"core" courses were created and offered in Spring 2011 for a total enrollment of 229 students.• Received formal approval for the Certificate in Global Public Health (approved at the May 2011 meeting of the University Academic Planning Council). Students will be able to declare the certificate in Fall 2011.
Year 2, 2011-12	<ul style="list-style-type: none">• Continued Year 1 efforts to work with newly-created advisory board.• Secured additional funding from the Morgridge Center for Public Service to provide supplemental funding for students participating in field courses.• Worked on the curricular approvals needed for the foundation courses for the Certificate in Global Health and Inter-Ag/Nutritional Sciences 421 which will be a coordinating course for the required field experience.• Worked to identify and expand the number of supervised field experience sites. Increased from 13 sites and 120 students in 2010-11 to 20 sites for 175 students in 2011-12.• During the first full year of the Certificate in Global Public Health, 46 students completed the requirements for the certificate and 120 students have declared the certificate.• Conducted a successful search for an Assistant Professor partially funded with MIU funds.
Year 3, 2012-13	<ul style="list-style-type: none">• Met MIU goal of creating and implementing an interdisciplinary advisory board. The board meet in Fall 2012.• Secured additional funding from the Morgridge Center for Public Service to provide supplemental funding for students participating in field courses.

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Year 3, continued

- Offered all three of the core courses for the Certificate in Global Health (Introduction to Global Health (350 students), Introduction to Public Health: Global Perspectives (248 students), and Global Environmental Health: An Interdisciplinary Approach (176 students)).
 - Offered 19 field experience options to 206 students. This is a requirement for students completing the certificate.
 - In addition to the foundation courses for the certificate, executive committee members offered other elective courses including Global Health and Human Rights, Education for Global Change, Honors Freshman Seminar in Global Health Practice, Foundations in Global Health Practice, Global Health and Disease, and Introduction to International Issues in Agriculture and Life Sciences.
 - As of May 2013 commencement, 187 student completed the Certificate in Global Health and an additional 204 have declared their intention to complete the certificate.
 - Assessment: An exit survey for certificate “graduates” with a 60% response rate showed that responders overwhelmingly planned to work in health care with 31% intending to go to medical school. 30 graduates were accepted into graduate school in public health (50%), medicine (20%), nursing (10%) and other fields (12%). Approximately 1/3 planned to attend UW-Madison. Of the 34 respondents who already had jobs at the time of the survey, 4 had joined the Peace Corps, 5 had joined Teach for America, and several others had joined Americorps. Nearly all employed students took public health related jobs in which they will address health disparities. A full 38% (13 graduates) are applying their public health skills in Wisconsin in the counties of Milwaukee, Dane, Buffalo, Wood and the WI Department of Health. 82% of respondents reported that the certificate was either "important" or "very important" in shaping their view of health and well-being in the world.
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