

# Minority Serving Institutions (MSIs) And Global Health

January 24<sup>th</sup> 2017  
1 pm EST/10am PST

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# SPEAKERS



**SPEAKER:**  
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**SPEAKER:**  
**JAMES HAM**  
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**MODERATOR:**  
**JESSICA EVERT**  
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Child Family Health International (CFHI)  
USA



# Building Capacity at MSIs for Global Health Careers

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Associate Professor, Public Health  
Education  
North Carolina Central University

# Overview

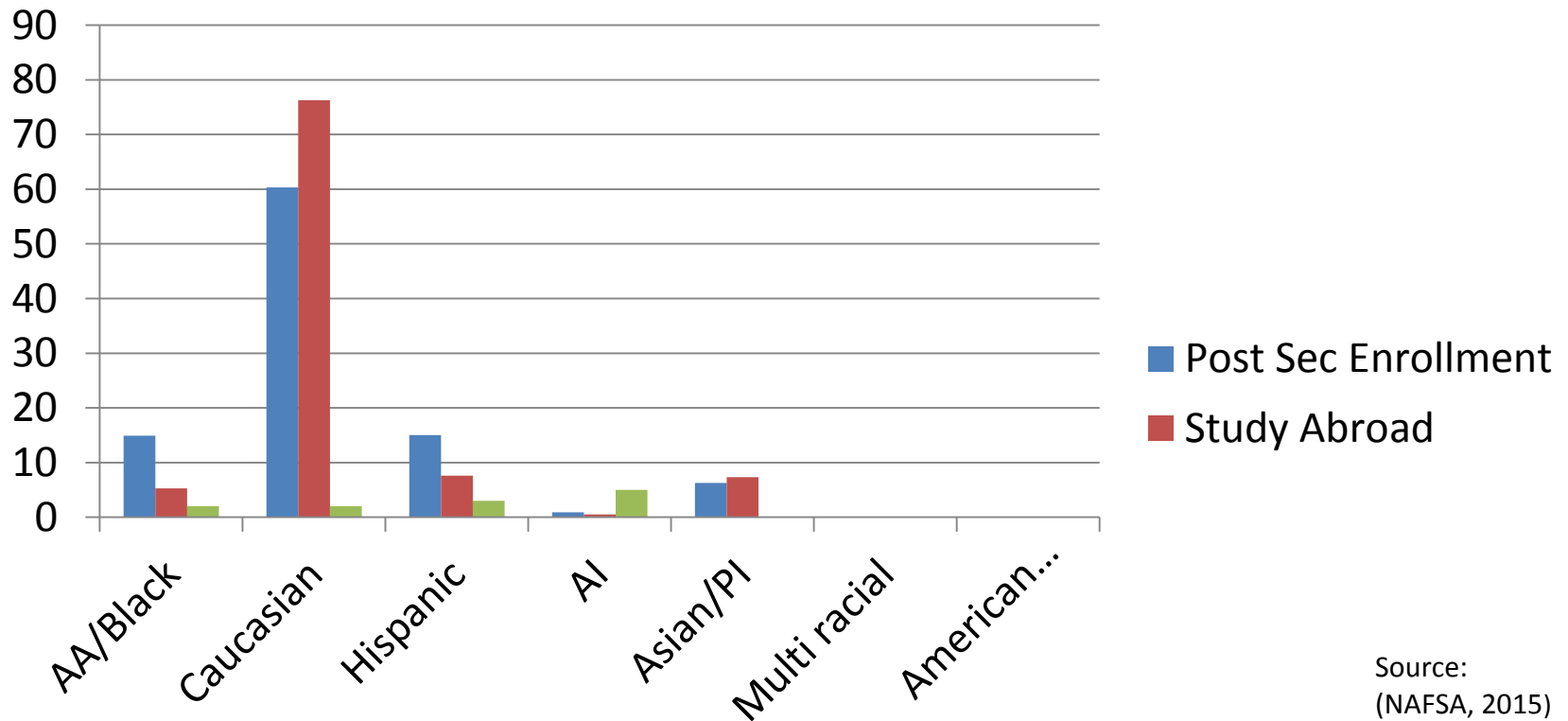
- Gaining international and cross-cultural experience -“part of the 21<sup>st</sup> century resume”
- Students who study abroad – higher grades, higher graduation rates
- Cross-Cultural, economic and cultural enrichment
- Career opportunities and benefits

*Source: Institute of International Education, 2016*

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

U.S. students enrolled in Institutions of higher education (2 yr and 4 yr)	17 million
U.S. Students who Study Abroad	313,415
Field of Study	STEM Fields 23.9 % Business & Management 20.1% Social Sciences 17.3%
<i>Source: Open Doors Report on International and Educational Exchange , 2014</i>	

# Percent of U.S. Study Abroad Students by Race/Ethnicity



Source:  
(NAFSA, 2015)

# US Students Abroad

Host Region	2013-2014	2014-2015
Africa	4.4%	3.4%
Asia	11.9%	11.4%
Europe	53.3%	54.5%
Latin America	16.2%	16 %
Middle East	2.1%	2.2%
North America	.5%	.5%
Oceania	3.9%	4.0%
Multiple Regions	7.7%	7.9%

# 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)

Source: US Department of Education, U.S. Department of the Interior

# 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

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

CIEE

Univ of Penn Center for MSIs

- 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

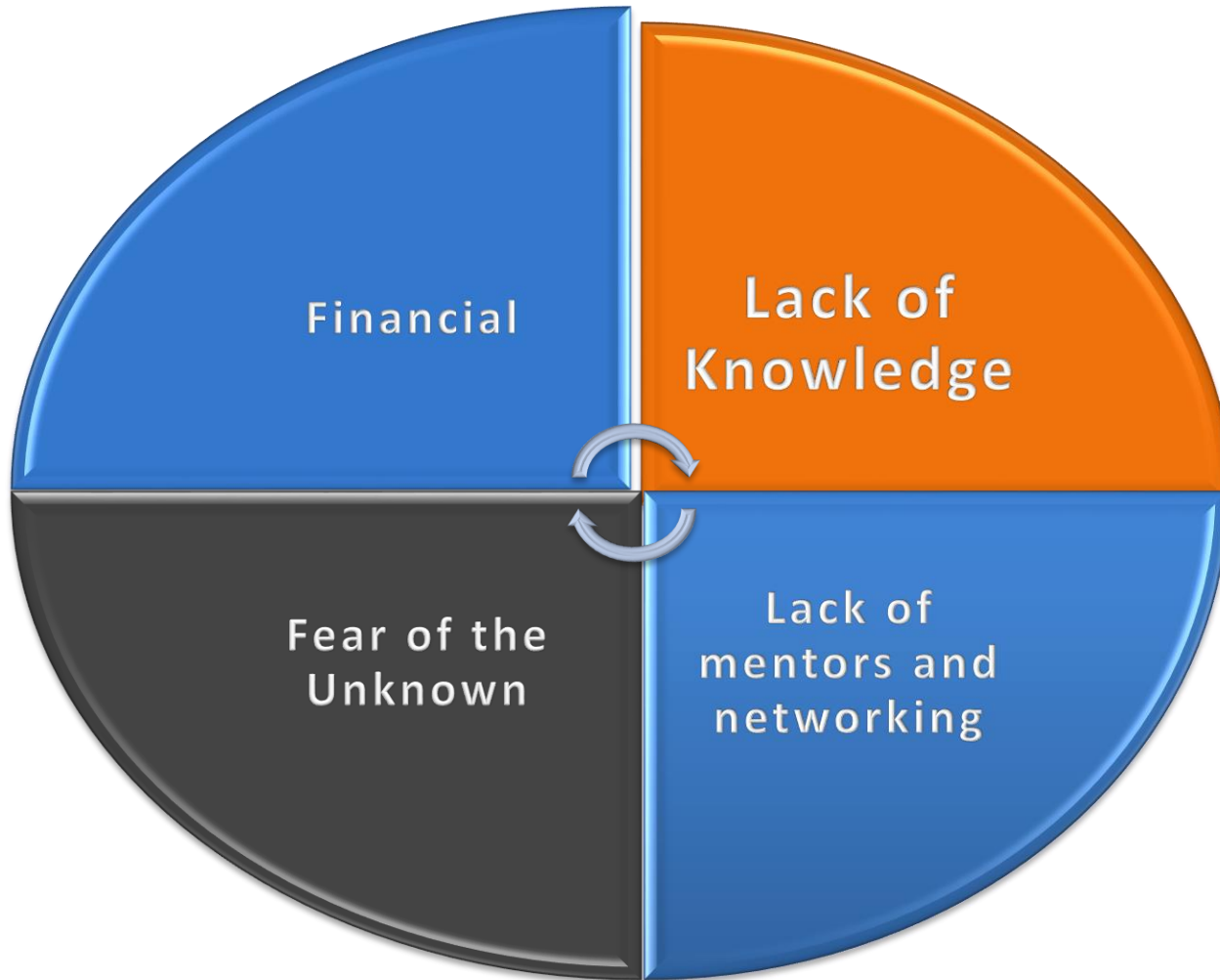
# Findings

## Benefits – The Experience

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

*Romocki, L & Metzger-Jones (2015). 66<sup>th</sup> Annual SOPHE Conference, Portland, Oregon.*

# Findings



# 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



DIRECTOR OF  
COMMUNICATIONS,  
OUTREACH, AND DIVERSITY

USAID Global Health  
Fellow's Program II

## A QUICK OVERVIEW



IN PARTNERSHIP WITH:



# Mirroring American Diversity in GH



**USAID**  
FROM THE AMERICAN PEOPLE

GLOBAL HEALTH  
FELLOWS II

## 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



### IMPORTANCE OF NON-CLINICAL SKILLS



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 FOR THE FUTURE



BUILDING AND BRIDGING  
NEW HORIZONS IN HEALTH CARE



GHFP-II & FACES for the Future Global Health Youth Summit



*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



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

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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*



# 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](http://www.ghfp.net/resources)*

# Stay Connected with GHFP-II!

## ENGAGING OUR NETWORK



Facebook "Global Health Fellows Program II"



Twitter @GHFP2



LinkedIn Group "The Insider"



Instagram @GHFP2



Flickr "Global Health Fellows Program II"



Google+ "GHFP2"



**Join the conversation on our platforms and  
don't forget to tag us!**

*James T. Ham  
Deputy Country Director  
Côte D'Ivoire*

*Center for Global Health  
Centers for Disease Control and  
Prevention*



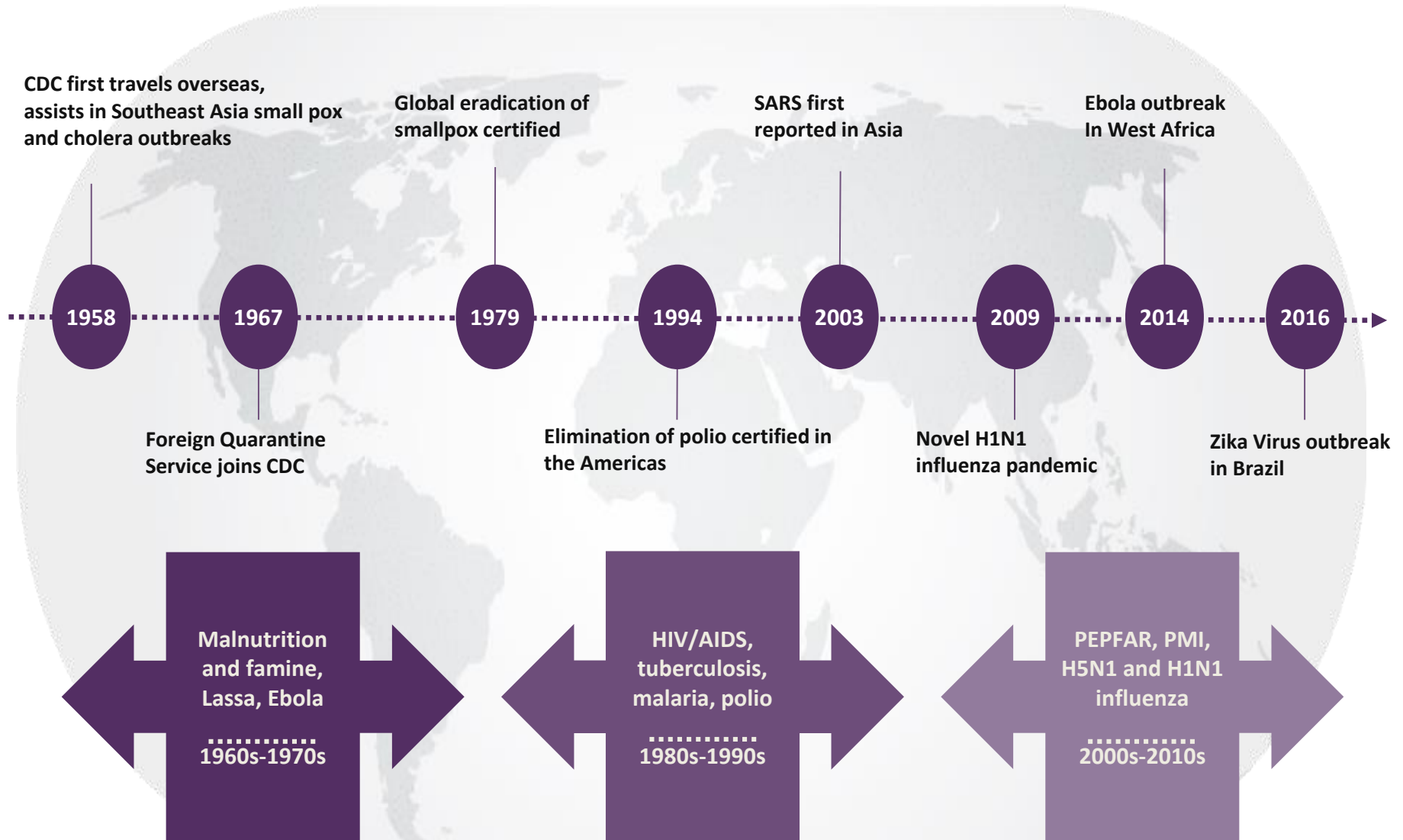


# CDC Global Health

## Saving Lives Overseas, Protecting Americans at Home



# CDC 50 Years in Global Health | Achievement and Challenge



# 5

## REASONS TO PURSUE CAREERS IN HEALTH GLOBALLY

### 1 National Health Security: Protecting America from Disease Outbreaks



ZIKA



SARS

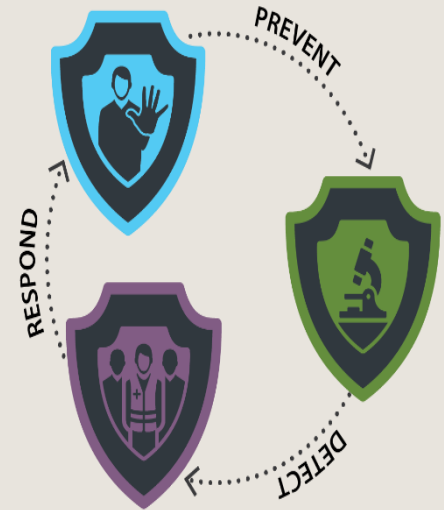


EBOLA

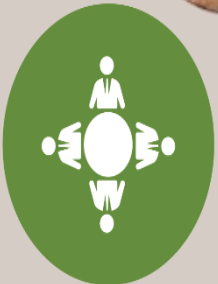


H1N1

### 2 Health System Strengthening: Promoting Stable Societies



### 3 Health Diplomacy



### 4 Stable Societies Can Provide Economic Growth Opportunities



### 5 It's the Right Thing to Do





# 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

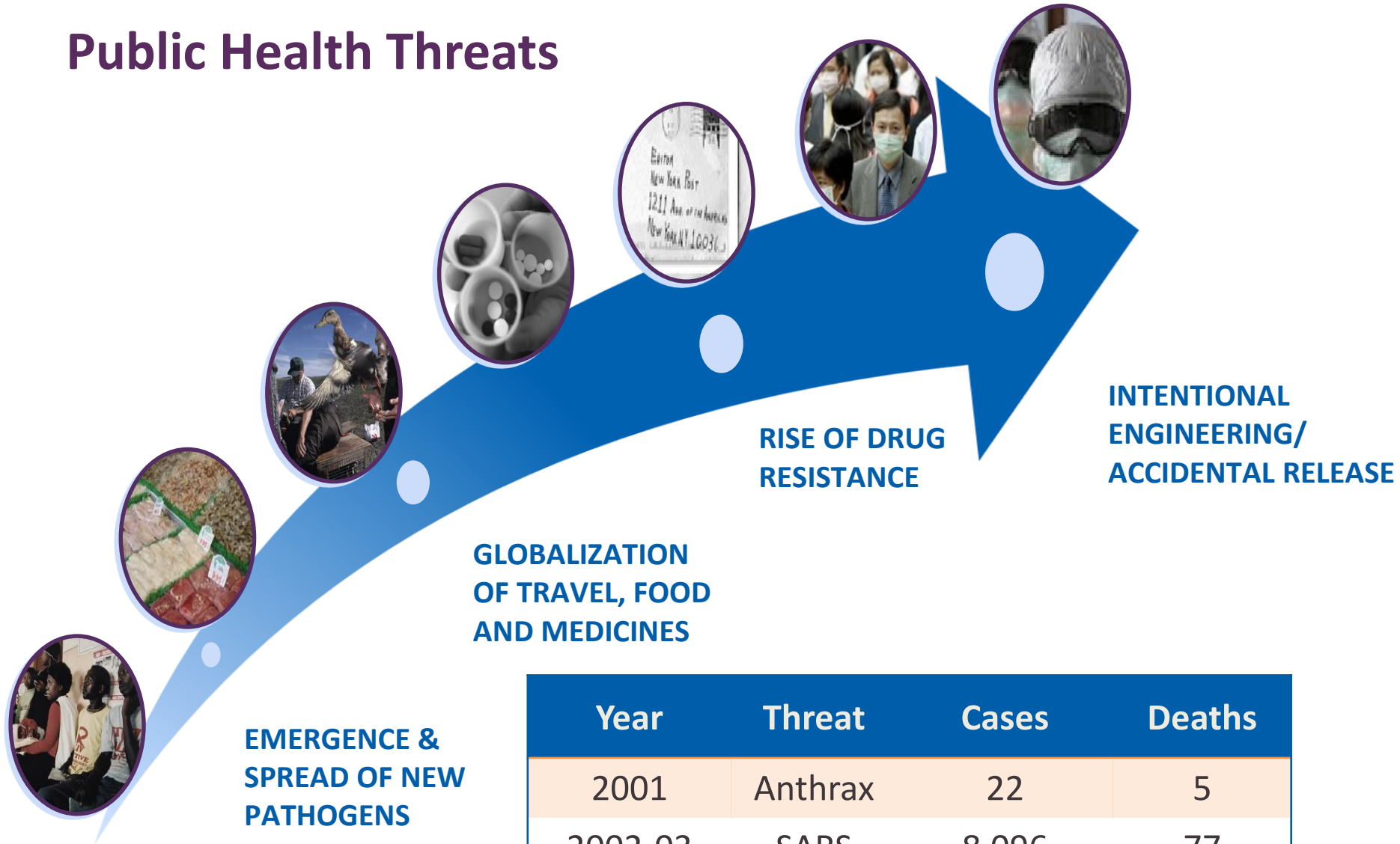
## HEALTH SECURITY

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

## HEALTH CAPACITY

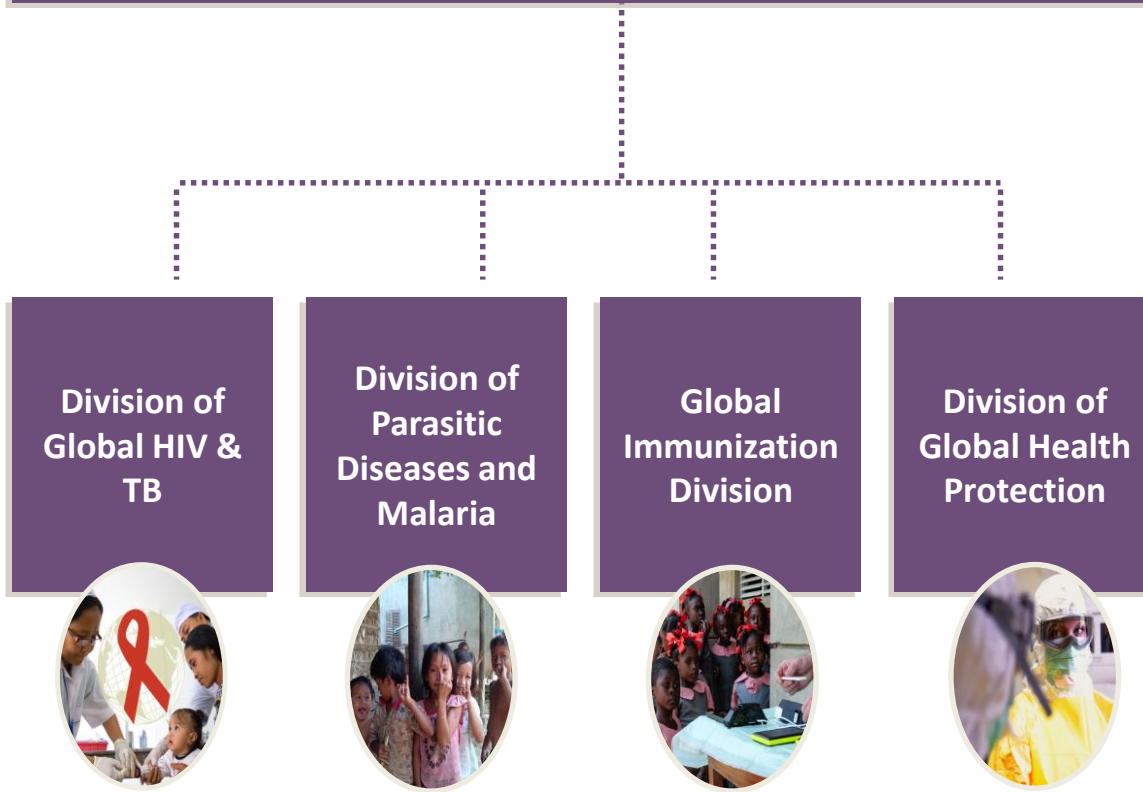
Build country public health capacity

# Public Health Threats



Year	Threat	Cases	Deaths
2001	Anthrax	22	5
2002-03	SARS	8,096	77
2009	H1N1	43-89M	~284,000
2014-15	Ebola	>28,500	>11,000

# Center for Global Health



OFFICE OF PUBLIC HEALTH PREPAREDNESS AND RESPONSE

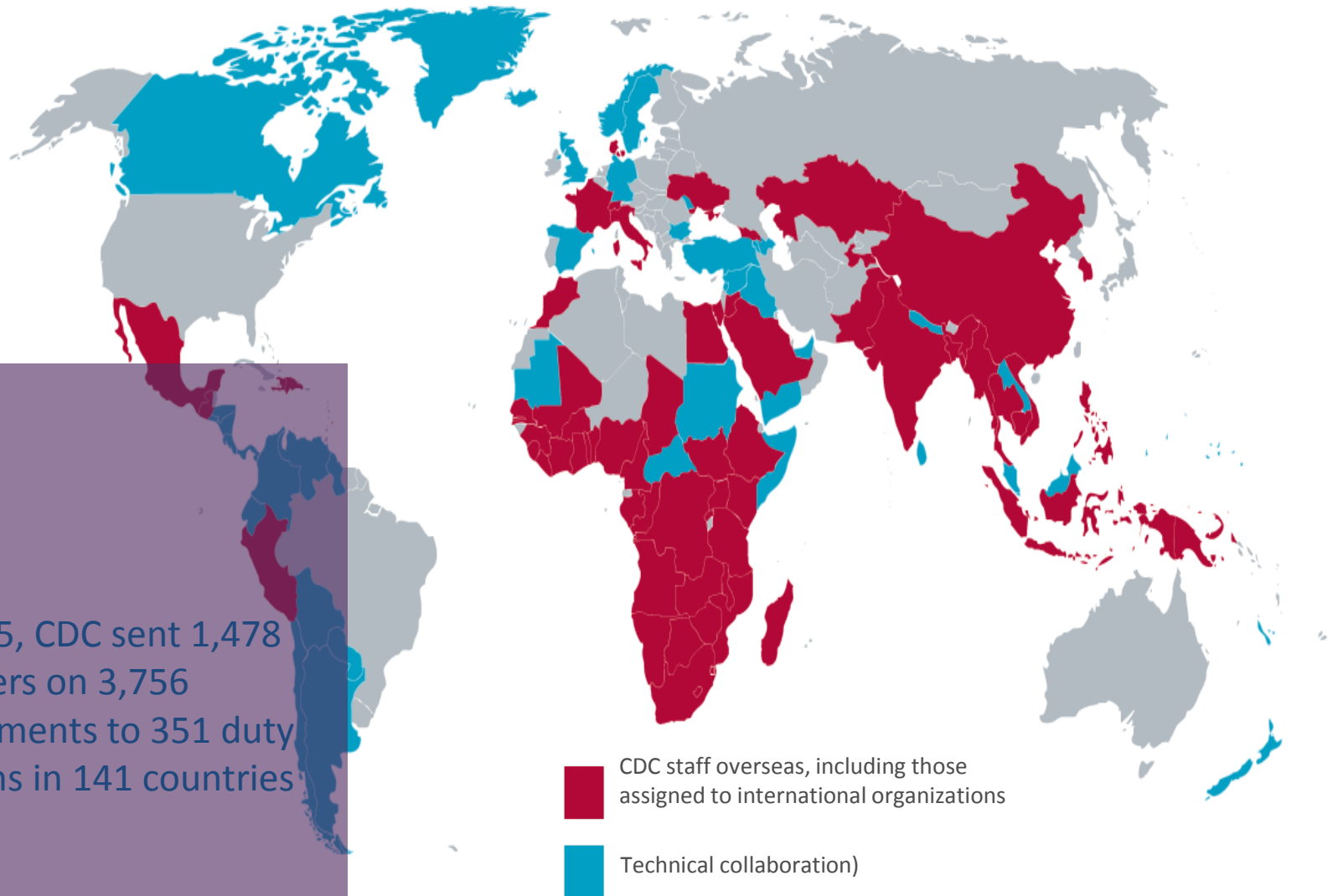
NATIONAL CENTER FOR EMERGING AND ZOO NOTIC INFECTIOUS DISEASES

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

NATIONAL CENTER FOR IMMUNIZATION AND RESPIRATORY DISEASES

OTHER PROGRAMS

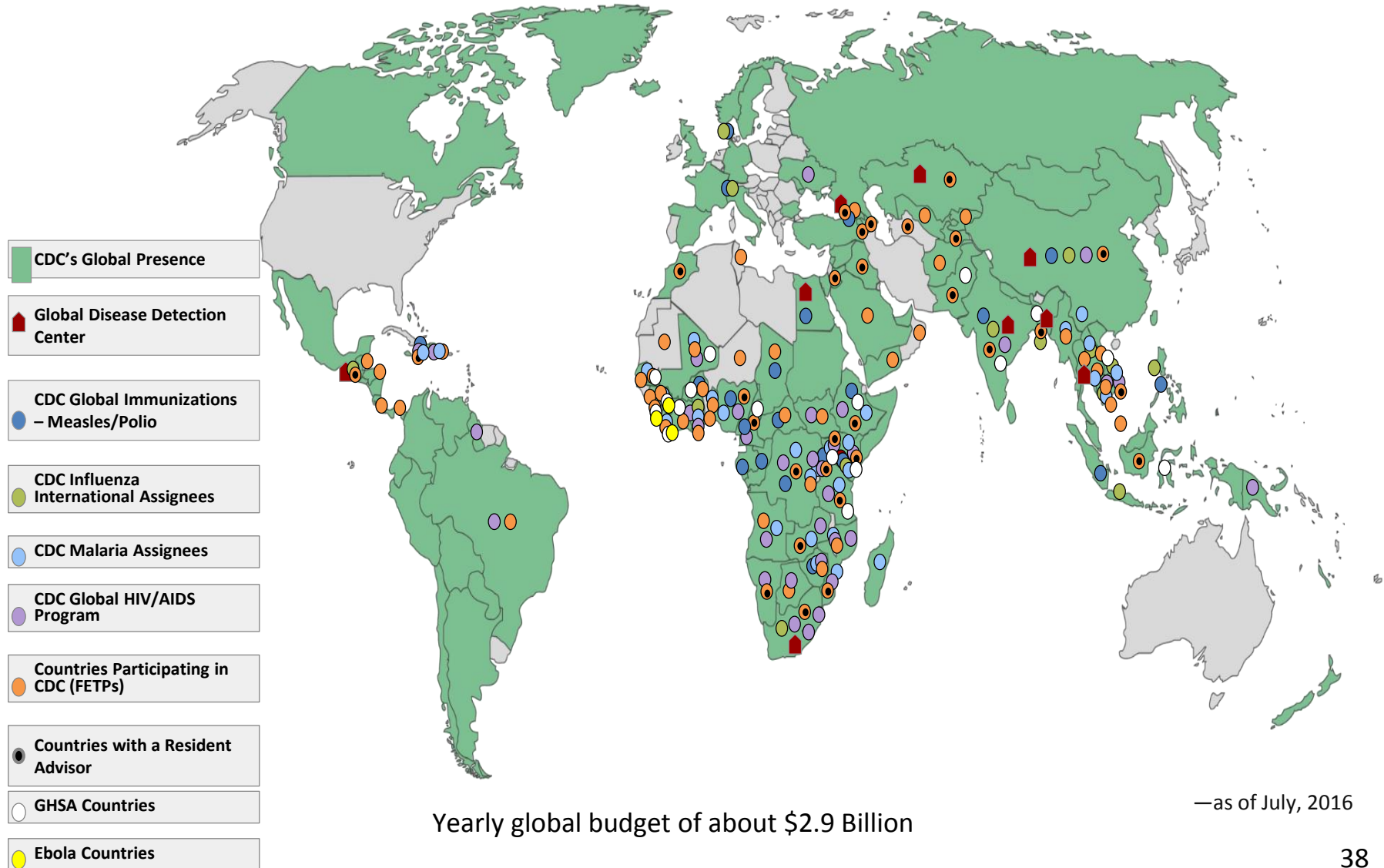
# 1,700 CDC Staff in 63 Countries



—as of July, 2016

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

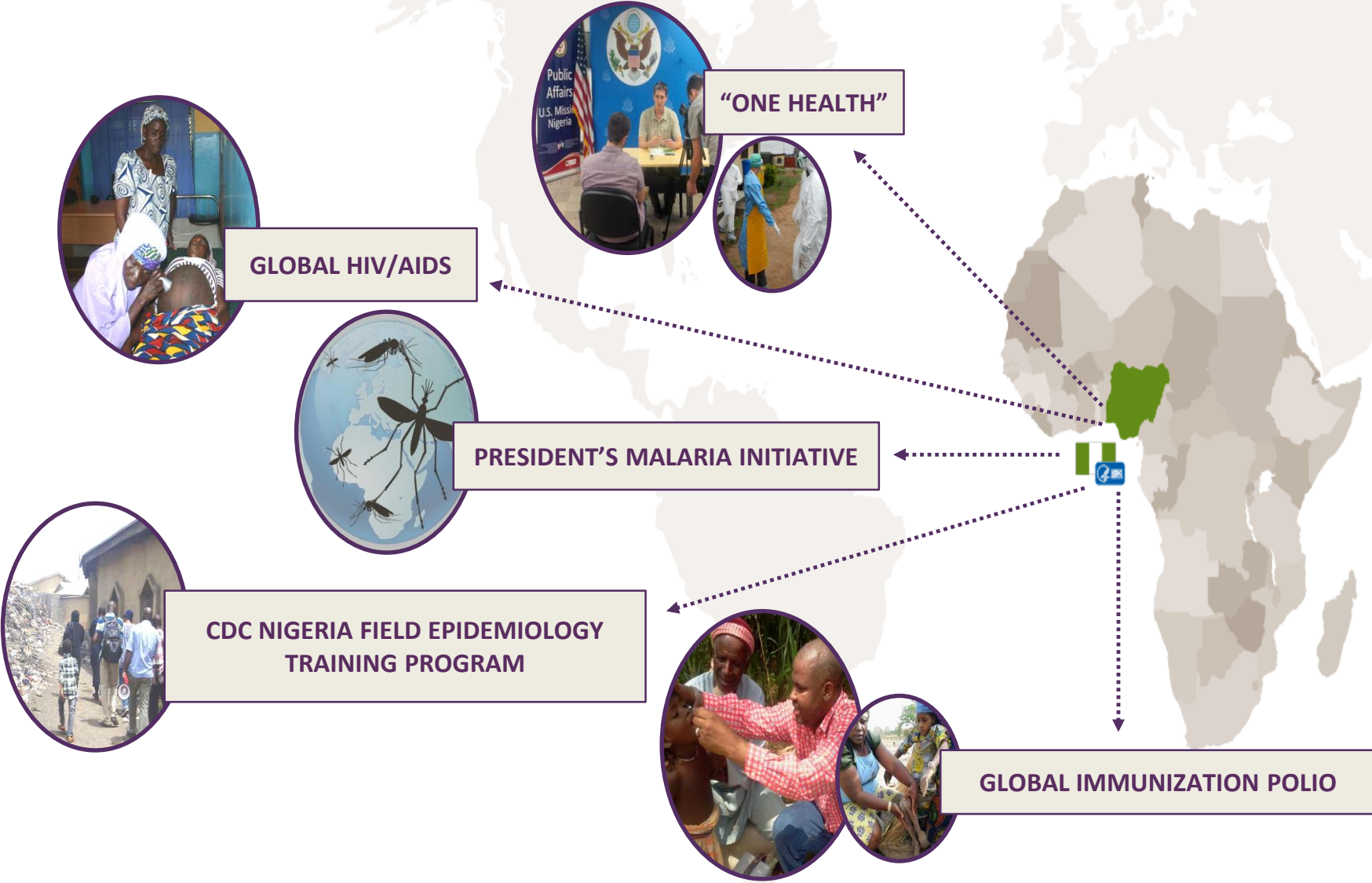
# CDC's Global Presence





# Country Office Coordination and Implementation

## Example from Nigeria



# CDC Works Through Global Health Partnerships

## OTHER U.S. GOV'T AGENCIES



## PRIVATE SECTOR



## PHILANTHROPIC ORGANIZATIONS



## ACADEMIC INSTITUTIONS



## NON-GOV'T ORGANIZATIONS



## MINISTRIES OF HEALTH

## UNITED NATIONS AGENCIES





# 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

## MINISTRIES OF HEALTH

## PRIVATE SECTOR

## PHILANTHROPIC ORGANIZATIONS

Gates Foundation  
UN Foundation  
Bloomberg Philanthropies  
American Public health Association  
CDC Foundation

## ACADEMIC INSTITUTIONS

ICAP  
University of California San Francisco  
Vanderbilt University  
Columbia University

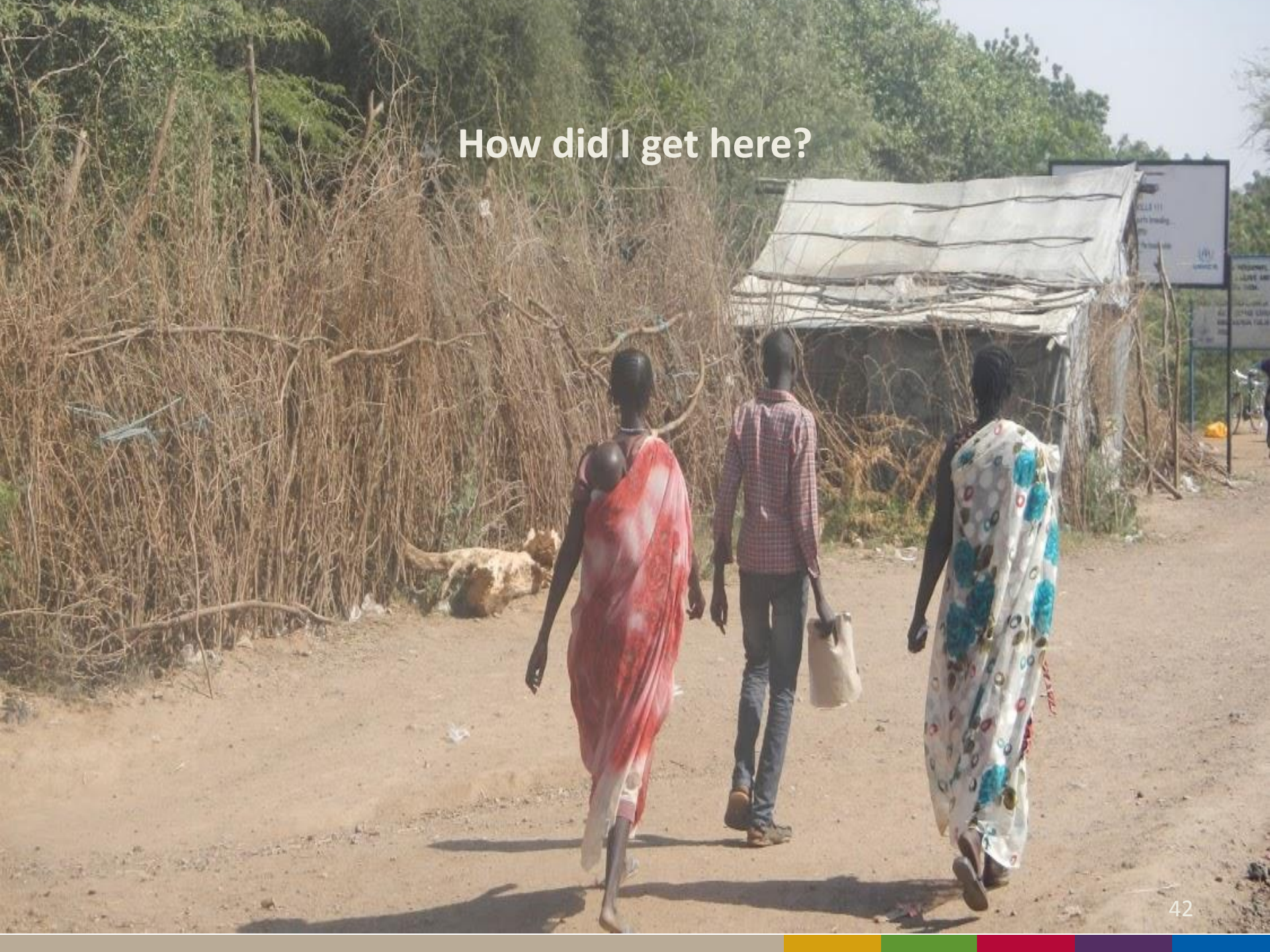
## NON-GOV'T ORGANIZATIONS

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

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)



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