Master of Global Health

Full Proposal

Ohio University

September 1, 2016

Prepared by

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New Graduate Program Proposal Form
Graduate College
Ohio University

This is a (check one):

- Program Development Plan
- Certificate Program
- Full Proposal
- Program name change

New degree title and name:

Master of Global Health (MGH)

Proposing unit(s) [departments(s) or school(s)]:

College of Health Sciences and Professions (CHSP), Department of Interdisciplinary Health Studies (DIHS)

Summary of proposed program (100 words or fewer):

This proposal is for a new Master of Global Health (MGH), which consists of 38 semester credit hours (5 core courses for 18 credits, 5 elective/concentration courses for 12 credits, 8 credits scholarly project). Depending on the area students choose to emphasize, the MGH will prepare students to engage in the global community as clinicians, researchers, managers, developers, and as policy consultants. Students will develop a deep understanding of the complexities impacting health care delivery and the necessity of working on interprofessional teams to develop community-based solutions in non-U.S. or immigrant/migrant underserved and resource-poor communities.
Proposal Endorsements

Proposed Graduate Program Director I certify that this new graduate program proposal is endorsed by the proposed program faculty and that they have agreed, in principle, to participate actively in the program.

**Printed name:** Gillian H. Ice, PhD, MPH

**Signature:**

**Date:** March 29, 2016

Unit Head: The department will provide the departmental resources and support described in this document toward the development of the proposed new graduate program.

**Printed name:** Michael Kushnick, Ph.D.

**Signature:**

**Date:** September 1, 2016

College Dean: The College fully supports the development of the new graduate program described in this proposal and will provide college resources as described in this document.

**Printed name:** Randy Leite, Ph.D.

**Signature:**

**Date:** 9/1/16
### Table of Contents

1. Designation of New Degree Program ................................................................. 1
2. Description of the Proposed Curriculum ............................................................ 1
3. Administrative Arrangement ............................................................................... 5
4. Evidence of Need for New Degree Program ...................................................... 5
5. Prospective Enrollment ...................................................................................... 8
6. Efforts to Enroll and Retain Underrepresented Groups ...................................... 8
7. Availability and Adequacy of Faculty ................................................................. 8
8. Need for Additional Facilities and Faculty/Staff and Plans to Meet this Need ...... 10
9. Projected Additional Costs Associated with the Program .................................. 11
10. References ........................................................................................................ 12

### Appendices

Appendix 1: Description of Core Courses ............................................................... 14
Appendix 2: Student Competencies ........................................................................ 16
Appendix 3: Core Courses & Competencies ............................................................ 18
Appendix 4: Possible Electives/Concentrations Currently Taught at OU ................. 21
Appendix 5: Sample Programs of Study for Master of Global Health ................. 24
Appendix 6: Employment Opportunities in Global Health .................................... 27
Appendix 7: HCOM Practice in MUAs and HPSA .................................................. 29
Appendix 8: OU Master’s with Global Health Components .................................... 30
Appendix 9: MGH & MPH Program Differences and Similarities .......................... 32
Appendix 10: Needs Assessment Results ............................................................... 33
Appendix 11: Response to RACGS reviewer comments ...................................... 36
Appendix 12: Deborah Meyer Curriculum Vitae .................................................. 37
Appendix 13: Gillian Ice Curriculum Vitae ............................................................. 42
Appendix 14: OHIO Faculty Involved with Global Health Initiative ....................... 59

- Geoffrey Dabelko .................................................................................................. 59
- Lorna Jean Edmonds ............................................................................................. 65
- Mario J. Grijalva .................................................................................................... 68
- Zelalem Haile ........................................................................................................ 72
1. **Designation of New Degree Program**

This proposal is for a Master of Global Health (MGH), a professional master’s degree that prepares post-baccalaureate students to enter careers focused on various aspects of global health, such as clinical, research, managerial, development, and policy. It prepares students to deal with health issues that transcend national and international borders. The program will be housed in the College of Health Sciences and Professions (CHSP), Department of of Interdisciplinary Health Studies (DIHS). Faculty, however, in addition to those from the CHSP, will come from colleges and programs at Ohio University, such as Business, International Development Studies, African Studies, Latin American Studies, Asian Studies, Communication and Development Studies, Public Health, Anthropology, and Economics. It is a hybrid program, combining online and traditional courses as well as a required field-based scholarly project.

The MGH will prepare students to work with multilateral and international agencies, national governments and local agencies based on a solid understanding of the roles that geography, landscape, language, food, community, national governance, and religion play in healthcare decision-making and practice. Graduates will contrast leadership and policy development approaches in different countries and settings, and learn how to manage, research and deliver services in multicultural and complex settings. They will gain expertise in evaluating global health trends such as aging and immigration, and will explore ways to respond to these trends in collaboration with global and local partners. The MGH will prepare graduates for jobs in health care policy, programming and delivery in multicultural settings, with diverse population groups and resource-poor communities that are culturally, politically and economically distinctive from traditional U.S. communities.

2. **Description of the Proposed Curriculum**

**Program Learning Outcomes**

At the completion of the MGH, students will:

1. Demonstrate a broad understanding of cultural, social, political, economic, and environmental determinants of global health, global burden of disease, and health disparities.
2. Evaluate and navigate the cultural and ethical considerations inherent in global health contexts, especially when working with vulnerable populations.
3. Analyze global health issues, policy, and health-delivery systems from multiple perspectives.
4. Demonstrate effectiveness on interprofessional teams and in collaboration with community-based partners.
5. Identify and use data for problem identification, best practices, and identification of available resources.
6. Analyze and evaluate new and emerging trends in the application of technology and innovation in meeting complex health needs in resource poor communities.
7. Demonstrate the ability to design and lead a field project responding to a global health issue.

Students will complete 38 credit hours of coursework, which includes a scholarly project and paper. Students will participate in ongoing interprofessional global health projects and research that tackle
complex multi-faceted issues in resource-poor regions. It will prepare students for careers that increasingly demand critical thinking, an interprofessional mindset, and international vision.

**Table 1: Proposed courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COURSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IHS 5210</td>
<td>Fundamentals of Global Health</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IHS 6210</td>
<td>Globalization &amp; Health</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IHS 5222</td>
<td>Comparative Health Systems</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>HTLH 5120</td>
<td>International Health Programming</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Research Methodology*</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>IHS 5521</td>
<td>Global Health Research and Services</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Core course total credits</td>
<td></td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>4 Electives/Concentration</td>
<td>(see Appendix 4)</td>
<td>4X3</td>
<td>12</td>
</tr>
<tr>
<td>IHS 6931/6932</td>
<td>Scholarly Project</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total credits</td>
<td></td>
<td>38</td>
<td>38</td>
</tr>
</tbody>
</table>

*Research Methodology: Students may choose from a variety of available courses within the university to meet this requirement.

**Core Courses**

The proposed core courses and credit hours are listed in **Table 1** with a fuller description in **Appendix 1**. It is intended that the 6 core courses will be offered online. The program is designed to ensure that all students gain competency in 9 areas (**Appendix 2**). The competencies were determined by a committee of faculty from most of OHIO’s colleges. The competencies arose from extensive interprofessional research and faculty international experiences. The committee also considered OHIO's strengths when finalizing the competencies. Core courses provide a solid base of knowledge for multiple disciplines, interests, and skills. A table illustrating how the courses match competencies is in **Appendix 3**.

Curricular content will encourage an understanding of the complex nature of health in resource-poor settings and the ability to access information concerning specific topics on global health. Students will gain knowledge about the United States’ role in global health as outlined by organizations such as the Institute of Medicine (2014). The program will expand the scope of what it means to work in global health and highlights the need for collaboration with other disciplines, such as engineering, business, environmental studies, as well as traditional health fields. Students will learn and work on interprofessional teams during both their didactic and applied experiences. Students will become
familiar with international efforts, such as the United Nations Millennium Development Goals. Throughout their program they will utilize interprofessional, team-based approaches that mirrors the reality of working with populations in resource-poor regions.

One way to insure that courses provide international perspectives is to co-teach with faculty from other universities. One of our core courses, Comparative Health Care Systems, will be co-taught by faculty from OHIO, City University of London, Shandong University in China, and the University of Botswana. It is a case-based course that exposes students to faculty and students from each of the participating countries as they participate in small group discussions and shared content. Faculty at OU are qualified to teach at both the undergraduate and graduate levels.

In line with the shift in global health policy in the United States and elsewhere, the curriculum will take a broad-based approach, focusing on determinants of health, access to healthcare, and primary care and interprofessional team-based models of sustainable healthcare as opposed to vertical, disease-specific approaches.

The total experience is also designed to deepen the awareness of all students regarding determinants of health and illness and diverse methods of approaching health problems in settings with varied cultural, socio-economic and political characteristics. These experiences help students develop sensitivity to health disparities and their causes, including health, social, economic, and environmental factors, and prepare them to work internationally and locally.

Electives/Concentration

The 12 elective credits will utilize a blended approach and will depend, in part, on each student’s chosen concentration area (Appendix 4). In the future, our goal is to add additional online electives, which will allow mid-career professionals to complete the program while maintaining their current positions. In order to promote an interprofessional mix, students from various backgrounds will use the electives to focus their areas of interest or concentration (Appendix 4). Students are encouraged to combine their global health studies with other disciplines to create their own concurrent focus in fields such as medicine, nursing, social work, business, international development, international communications, international development, regional concentrations (e.g., Africa, Latin America, Asia/SE Asia), and environmental studies. The elective courses, however, must still have a global focus and syllabi; therefore, electives will be reviewed and faculty consulted before they are added to concentrations. We will work closely with the Center for International Studies (http://www.internationalstudies.ohio.edu/), which currently offers a large number of courses and concentrations with a global focus. As far as adding electives to the program (or crediting outside courses), a program curriculum committee will review the courses for appropriateness to the degree. Appendix 5 provides sample programs.

Scholarly Project

Students will complete a scholarly project that requires a field experience. The type of project is dependent on their area of concentration, interest, and available placements. Medical students, for example, may elect to study management of diabetes in a small village in Botswana or a Somali community in Columbus. A student with an environmental focus may develop a project that examines solar stoves in a community that uses mostly open wood fires to cook meals.
Each student will have a committee consisting of three faculty members who must approve the proposal. One faculty member will be designated as their advisor and will closely monitor the project. Upon completion of the field experience, students will submit a paper on their proposal and field experience. They will also give an oral presentation on how they believe their proposal and field experience helped them meet the program goals and a more general overview of how their coursework and scholarly project helped advance their career goals. Their committee will determine if the student fulfills the proposal requirements.

OHIO faculty conduct research or oversee programs on most continents and in dozens of countries plus OHIO has Memorandums of Understanding (MOUs) with 45 international universities. In a recent survey of faculty, 265 faculty members responded, of which 43% reported that they currently conduct global research; 23% do not currently conduct global research, but plan to do so within the next 2 years. Forty-one percent of those conducting research indicated that their research would fall within health and wellness and 70% involve students in their research.

Additionally, faculty members have close ties with international organizations such as USAID and the Wilson Center. Additionally, our Study Abroad office (http://www.studyabroad.com/) and Global Health Initiative site (http://www.ohio.edu/globalhealth/educational-opportunities/international-programs/programs.cfm) provide support and guidance for students seeking international experiences. All of these connections provide potential opportunities and mentors.

**Academic Quality**

The quality of our faculty and experience with international recruitment, programs, research and experience will enhance the program and provide students with an experience embedded in real-world situations and experiences that they can use in their careers. Along with their coursework, students have multiple opportunities to participate in internationally focused programs. For example, each fall we offer a Global Health Case Competition that last year involved 64 students representing every college. The winning team worked with faculty to fine-tune their proposal before traveling to the country where the case was located. In 2015, teams from the University of Botswana will compete using the same case and the two top teams from both universities will work together to implement their proposals.

Another opportunity is the International Research Symposium that annually highlights international research conducted by undergraduate and graduate students. Additionally, the Ohio University Student Research and Creative Activity Expo is a university-wide research-focused activity which occurs each spring, attracting more than 800 students and 10% of faculty who serve as judges. The Expo demonstrates the results of its student research, scholarship and creative activity inside and outside of the classroom and offers an opportunity for MGH students to present their projects.

**Admissions Criteria**

Admission requires a completed bachelor’s degree from a regionally accredited institution or foreign institution with a degree that is equivalent to a U.S. bachelor’s degree. Preferred degrees include: health fields (nursing, medicine), development studies, international studies, and anthropology. Acceptable degrees depend in part on applicants’ work experience, concentration and career goals. A minimum GPA of 3.0 is required.
Students must submit a resume or curriculum vitae as well as three letters of recommendation. Additionally, students must submit a personal statement that includes an autobiographical sketch. The personal statement should also include: letter of intent, statement of purpose, and career goals.

All non-native English speakers must demonstrate English proficiency by submitting official test scores for either the **Test of English as a Foreign Language (TOEFL)** or the **International English Language Testing System (IELTS academic)**. The minimum TOEFL for unconditional admission is $\geq 80$ (iBT) ($\geq 550$ paper-based). The minimum IELTS for unconditional admission is $\geq 6.5$ across all bands. Some departments require a higher score. English language proficiency test scores older than two years are not accepted.

3. **Administrative Arrangement**

The MGH will be administered by the CHSP, in Department of Interdisciplinary Health Studies, a newly created department that houses global health. Ohio University CHSP initiated this department in 2013 and it was officially approved July, 2014. One goal of the new department is to establish interprofessional faculty teams to develop and implement curriculum, expand global health experiential programs, and support student and faculty research in global health. A Group I faculty member will coordinate the MGH.

This MGH is an outgrowth of the Global Health Initiative (GHI), which is a partnership that began in 2012 between CHSP and HCOM in collaboration with the Center for International Studies (CIS). The GHI offers a number of global health programs that promote an understanding of global health issues, increase multicultural awareness, and involve students, faculty and staff in research, education and outreach activities abroad and domestically.

4. **Evidence of the Need for the New Degree Program**

Student demand for global health curriculum and experience has increased at Ohio University and nationally as governmental and non-governmental agencies call for personnel that are trained to work on global health problems with underserved populations. Global health, which emerged from tropical medicine and international health fields, emphasizes the inequalities between health, including morbidity and mortality, between high- and low-income countries. Currently, no university in Ohio offers a MGH.

In order to gauge student interest, we conducted a needs assessment of Ohio University students via an online Qualtrics survey. Links to the survey were sent to students in the College of Health Sciences and Professions (CHSP), College of Osteopathic Medicine (HCOM), Center of International Students, Anthropology, and the Scripps School of Journalism to gauge interest in pursuing a MGH. We received 175 responses, with the highest response rate from CHSP (N=125) (Table 2). Fifteen of the respondents were international students and 61% (N=106) were undergraduate students.

Students were asked how interested they were in MGH: 51% (N=89) indicated that they were extremely or very interested. A similar question addressed the need for a MGH at OHIO and 60% (N=101) believed that there is a great or moderate need. When asked how likely they were to apply to a MGH at OHIO, 37% (N=65) said extremely or very likely. Additionally, 56% (N=98) are extremely or very likely to enroll in a dual degree program. Those who would like to complete a dual degree are most interested in Nursing (26%, N=44), Medicine (21%, N=35), Health Administration (15%, N=25),
International Studies (12%, N=209), MPH (8%, N=132), Communication Studies (6%, N=10) and 10% other (N=17). Of the other, 8 listed Social Work (Appendix 10).

Table 2: Respondent Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>52</td>
</tr>
<tr>
<td>HCOM</td>
<td>25</td>
</tr>
<tr>
<td>Health Administration</td>
<td>23</td>
</tr>
<tr>
<td>Social Work</td>
<td>11</td>
</tr>
<tr>
<td>CSD</td>
<td>5</td>
</tr>
<tr>
<td>Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>Communication &amp; Dev</td>
<td>5</td>
</tr>
<tr>
<td>International Dev</td>
<td>4</td>
</tr>
<tr>
<td>Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
</tr>
<tr>
<td>2 or fewer responses</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
</tr>
</tbody>
</table>

Since the inception of the GHI in 2012, participation in global health study abroad programs has grown from 18 to 80 students and the number of disciplines involved expanded from 2 to 8. In 2013-2014, there were 9 faculty-led global health study abroad programs. Additionally, 12 HCOM students participated in an international program or rotation. Finally, 4.500 students have elected to enroll in Introduction to Global Health (HSP/IHS 2210), a general education course, since spring semester 2012.

Nationally, master’s-level graduate degrees in Global Health are a recent phenomenon, as most of GH master’s degree programs started after 2009. Universities such as Georgetown University, Harvard, Duke Global Health Institute, Arizona State University, University of California San Francisco, and Northwestern University offer MGH. Several other universities offer certificates or concentrations at both the undergraduate and graduate levels. Additionally, medical, nursing, rehabilitation studies, and public health professional groups have developed global health competencies (Ablah, 2014; Arthur, Battat & Brewer, 2011; Veras, et al., 2013; Wilson, et al. 2102). It is clear that global health as a formal area of study is on the rise.

Increased immigration and movement of people and diseases across borders requires that healthcare providers become knowledgeable regarding different cultures, health issues and diseases that were in
the past considered regional, but now take on global importance. Our world is becoming more interconnected and it is imperative that health care professionals understand how shifting geographical and geopolitical borders, emerging diseases and health issues, and movement of people and disease impact all of us. Good examples are the recent Ebola outbreak in Africa and the Zika virus in South and Central America. According to a Northwestern University website (2014) nearly 40 infectious diseases have emerged since 1973. Even diseases that experts believed were suppressed, such as malaria and tuberculosis, are increasing worldwide.

With a focus on “resource-poor settings and vulnerable populations, a career in global health requires a broad knowledge base and the capacity to create innovative solutions to challenging health problems in these environments.” (Massachusetts General Hospital Institute of Health Professions, 2014, para 7). While the field of global health addresses many issues in traditional health disciplines training and public health, it takes a broader, less regional focus and examines broadly the social and environmental determinants of disease within and across countries. Global health prepares graduates to work in multicultural settings, with diverse population groups or resource poor communities that are culturally, politically and economically distinctive from traditional U.S. communities.

The current educational system that consists mainly of professional silos is not preparing students adequately to address this changing health care landscape.

Global health training can also benefit domestic communities. Like many states, Ohio is dealing with an increase in immigrant and migrant populations. As of 2012, nearly 4% (451,330) of Ohio’s population was foreign-born (Migration Policy Institute, 2014) and that number rises to 9% in Franklin County. Additionally, nearly 28,500 international students attend Ohio universities and colleges with 1,890 at Ohio University (Institute of International Education, 2014). Even if students never leave the country, they are likely to deal with global health issues right here at home.

Global Health experiences have been shown to increase knowledge and training in tropical diseases, produce attitudinal changes such as orientation to public health, improve cross-cultural communication and improve clinical diagnostic skills (Haq et al., 2000; Mutchnikck, Moyer, & Stern, 2003; Thompson, Huntington, Hunt, Pinsky, & Brodie, 2003). Furthermore, global health experiences have been associated with future practice with underserved populations and improved cultural competence as well as personal and professional growth (Jeffrey, Dumont, Kim & Kuo, 2011; Sloand, Bower & Groves, 2008; Thompson, Huntington, Hunt, Pinsky & Brodie, 2003).

The HCOM’s experience with medical students participating in global health experiences found that, at least for this small sample, those with global health experience were more likely to practice in a medically underserved area (MUA) or a Health Shortage Professional Area (HSPA). The HCOM Institutional Assessment and Planning office analyzed data on the HCOM students who had and had not participated in Global Health programs from 1999 through the 2012 to determine if participation in these programs had an effect on their choice of practice specialty, location, practice, community size or whether they practiced in a disadvantaged area (see results in Appendix 7).

As Frenk et al. (2010) state, “professionals invariably are the leaders, planners, and policy makers of health care systems” (p. 1948). Yet, few students receive the training necessary to groom them as leaders. Our graduates will receive an education that will support them in administrative, managerial, research and clinical roles in development agencies (governmental and non-governmental), clinics, consulting organizations and policy-setting institutions. They will understand the complex interplay of
economic, environmental, historical, political, and social issues in health inequities and thus the
necessity of working closely with individuals and agencies with diverse skills and reach.

The program is designed not only for students seeking or augmenting careers in international health,
but also for any healthcare worker who may care for immigrants, refugees and migrants internationally
and in the United States (Employment Opportunities: Appendix 6).

5. Prospective Enrollment

We expect at least 15 students per year to enroll in the two-year program. We will recruit not only U.S.
students interested in global health, but also international students who will return to their home
countries. We will work with representatives from countries such as Botswana and with agencies and
organizations, such as USAID, WHO and NGOs, to identify training needs and recruit students. Faculty at
OHIO have a history of collaboration with numerous universities throughout the world as well as
international organizations that provide services in low- and middle-income countries.

6. Efforts to Enroll and Retain Underrepresented Groups

The combination of both domestic and international students will result in a diverse mix of students. We
will collaborate with the Center for International Studies (CIS) to recruit international students. Ohio
University has a rich history of international education that began in 1896 when the University
welcomed its first international student, Saki Taro Murayama of Japan. Today, there are more than
1,800 international students enrolled at OHIO and approximately 2.25% of Ohio University students
participate in a study abroad program.

Therefore, OHIO already has a strong reputation and the experience of integrating large numbers of
international students into our campus, as well as sending our students to international locations where
they participate in experiences that broaden their worldview and gain a more global perspective.

We will also continue to tap into the long established linkage between CHSP and historically black
colleges and universities. Ohio University undergraduate programs receive excellent support for
multicultural students and, of course, we intend to recruit from our undergraduate programs. A few
examples include the following: fall visitation programs during which students are brought to campus
for 2 days with all expenses paid; Ohio Up-Close programs, which include discussions regarding services
available at OHIO; partnerships with inner city schools with highly multicultural populations; and the
Templeton Scholars Program for talented students from disproportionately under-represented
populations.

We will work to retain students by providing advisors for the online courses who will contact each
student 2-3 times per semester and more often if students appear to be struggling. Advisors will hold
meeting hours that allow for visualization such as Skype or Google Hangout. Additionally, each student
will have a faculty mentor who oversees their entire program. Throughout their course of study,
students will work with advisors to define how the master’s degree will fit with their career goals and to
build their resumes.

7. Availability and Adequacy of Faculty

Although the Master’s program is housed in CHSP, the developers envision it as a University-wide
program that draws from numerous disciplines and programs. We identified courses that students can
take as electives for their concentration (Appendix 4). One of our core courses is already offered at the graduate level and is taught by Dr. Gillian Ice, Director of the Global Health Initiative. An additional core course, Comparative Health Care Systems was offered Spring 2016 by Dr. Deborah Meyer and will be offered annually. Finally, International Health Programming, is currently taught annually.

Two faculty members currently working in Global Health have extensive experience in global health. Deborah Meyer, Ph.D., RN, has traveled with students to Kenya, El Salvador and London. She has taught and facilitated online as well as in blended classrooms and chaired the committees that developed the GH certificates and the GH masters. She has a master’s degree and Ph.D. in Instructional Design (Appendix 12). In addition, Dr. Meyer developed and implemented an undergraduate Global Health Certificate program at Ohio University, which currently has 13 students enrolled. A graduate level program is under development currently. The graduate certificate allows students in other master’s programs to add a specialization in global health. For example, students, students completing a Master of African Studies or Master of International Development Studies may add the global health certificate.

Gillian Ice, Ph.D., M.P.H, Director Global Health Initiative, has run international research projects, taken students to several African countries, taught online, and been instrumental in developing relationships in Kenya and Botswana. She was the recipient of the first annual Global Engagement Award, a competition open to current faculty members at Ohio University that recognizes outstanding contributions to international education, global competency, cultural understanding and/or international programs at Ohio University or in their fields or disciplines (Appendix 13).

Another faculty member, Marape Marape, M.D., Ph.D., MPH, was trained as a physician in Ireland and has a Ph.D. in epidemiology and disease control. He is Ohio University’s in-country co-director in Botswana where he continues to practice clinical medicine. He served as the Director of Research at Botswana-Baylor Children’s Clinical Center of Excellence and as an Assistant Professor in the Department of Pediatrics with Baylor College of Medicine, Houston, Texas. He will contribute not only to course development, but also to the recruitment of international students, and the identification of skills and knowledge needed in Botswana and other African countries.

Many OHIO faculty who are content experts in their own areas of study will contribute to elective/concentration courses. See Appendix 14 for a sampling of OHIO faculty with international experiences who will contribute to the MGH program.

CHSP currently offers 11 master’s programs and MGH complements several of those currently offered. The College also offers 2 Ph.D. programs, 3 clinical doctorates, and 5 certificates, including one in Global Health. The College has an excellent history of educating health professionals at the graduate level with the majority of graduates remaining in Ohio.

CHSP currently has several online programs, two at the masters-level. Approximately 5,780 participate in two fully online programs, the RN to BSN (5,390 students) and the master’s degree in health administration (390 students). CHSP also offers approximately 25 online courses on a regular basis through Athens Online. To support the growth in online learning and to ensure that all courses meet best practice, CHSP hired an instructional technologist, Paa Nyarko-Krampah in 2015 with a strong background in online learning who works with faculty as they develop their courses and supports them once the courses are up and running. The instructional technologist guides faculty in meeting the standards for Quality Matters and setting up the technology that will engage students and assists with
the learning outcomes and assessments. Additional efforts to support online learning will be academic recruitment and retention advisors for online students. Along with the CHSP instructional technologist, all faculty have access to Academic Technology, which provides consultation services for faculty in instructional design, strategies, and implementation of innovative technologies to meet academic and curricular goals.

An additional resource is The Center for International Studies (CIS), which has a 50-year history of focusing on international education. CIS has faculty with experience and expertise in a variety of international disciplines and partners with faculty to develop global partnerships that support study abroad experiences, internships and volunteer opportunities in over 30 international destinations. They attract domestic and international students for their undergraduate and graduate programs. The Director of the MGH will work closely with CIS faculty and staff when developing courses. For example, one of our core courses, Fundamentals of Global Health, is currently an elective in International Development Studies, and we are collaborating on a series of intensive weekend courses on topics such as international project management, evaluation, and grant writing.

Additionally, we will continue to consult with and collaborate with the Department of Social and Public Health. We recognize there is some overlap in the knowledge, skills and competencies required in the Master of Public Health (MPH) and the MGH. Global health, however, requires a broader lens from which one approaches global health delivery, especially to marginalized and underserved populations. Global health transcends national boundaries, examines health equity among nations, is highly interprofessional and goes beyond public health, encompassing diverse disciplines such as engineering, psychology, medicine, education, anthropology, policy, and environmental science. It employs a transnational approach and relies on both population-based prevention and clinic-level care. The complexity of dealing with diseases that know no borders in a world divided by national borders, cultures, religion, economies, and politics requires a skill set that is very different from that required to work in individual communities (Appendix 9).

In summary, the MGH complements other Ohio University degree programs, as well as other CHSP offerings specifically, and supports the CHSP vision “To be a college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations” (College of Health Sciences and Professions, 2014).

8. Need for Additional Facilities and Faculty/Staff and Plans to Meet this Need

Ohio University CHSP will need to recruit one faculty member. They will develop and teach core courses and electives not available elsewhere in the University. They will also oversee student field experiences. Additionally, CHSP will need to work closely with other colleges and programs to ensure that courses taught by faculty outside CHSP are available to students in MGH. No new facilities are needed other than office space for faculty, which will be within the existing CHSP space.
### 9. Projected Additional Costs Associated with the Program

#### Budget for New Graduate Degree Programs

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<th>Year 3</th>
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<td>- Faculty (e.g. tenure-track, clinical, professional)</td>
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<td>Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) included direct operating expense, e.g. supplies, travel, accreditation (if applicable, describe in narrative section below)</td>
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References Cited


Appendix 1
Description of Core Courses

IHS 5210: Fundamentals of Global Health

This introductory course lays the foundation for understanding global health issues. It introduces students to the main concepts of the global health field and the critical links between global health and social and economic development. It provides an overview of the determinants of health and how health status is measured. The course also reviews the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. Throughout the course, students are encouraged to analyze and synthesize course material pulled from a variety of resources.

IHS 5222: Comparative Health Systems

This course compares and contrasts health delivery systems including their relationships to social policies, environmental influences, and economic factors. Using a case-based approach, the course leads students through the examination and analysis of the role and function of national and international organizations in the funding, development, implementation and evaluation of health care policy, goals and projects.

HLTHS 5120: International Health Programming

Addresses diverse and rapidly changing health problems in underdeveloped and industrialized countries while exploring roles of health professionals. Surveys program interventions and solutions that are available or under development. Provides an overview of the development of cross-cultural sensitivity, knowledge, and skills related to health program planning in diverse cultures.

IHS 6210: Globalization and Health

Broadly covers emerging health global diseases and trends, especially those impacted by migration, disasters, and changing life styles. The course employs a case-based approach to explore the rapidly changing health needs of countries throughout the world and the policies, practices, and organizations put in place to meet those needs.

Research Methodology

Students can select from an approved list of research and methodology courses at Ohio University that provide the background and skills they need to develop, implement, analyze and evaluate an internationally-focused research or program development project. Only those classes that cover evaluation and data identification, collection, manipulation and reporting will be approved.

IHS 5521: Global Health Research and Services

This course provides a cross-disciplinary overview of research-informed practice and practice-informed research for students interested in developing projects in resource-poor settings. Students review topics related to ethics and design of global health programs and develop a project proposal by the conclusion of the course. Elements of research and grant design and concepts are covered in relation to project development. The course utilizes the basic strategies of grant writing as a tool for effective and impactful program design and delivery. This course provides students with the basic knowledge of how to design a global health research or service project.

IHS:6931/6932: Scholarly Project
In collaboration with their mentor, students will develop a community-based project or research proposal. The scholarly project provides students with practical experience that pulls together the skills and knowledge developed during their coursework and demonstrates their independence, management and organizational skills, willingness to take initiative and risks, critical thinking skills, ability to work with diverse groups, and readiness to participate in international work.
### Appendix 2

**Student Competencies**

**Table 3: Student Competencies**

| 1. Global burden of disease. | 1. Explain the concept and different measures of burden of disease. |
| 2. Assess how risk of disease varies between high, middle and low-income regions. |
| 3. Efficiently access global health data from sources such as the World Health Organization, Global Burden of Disease measures and understand the limitations of these data. |

| 2. Social Determinants of Health and Health Disparities | 1. Explain the relationship between social determinants of health and health disparities. |
| 2. Analyze strategies to address health disparities across socially, demographically, and geographically defined populations. |
| 3. Demonstrate the ability to implement interventions that mitigate the negative effects of SDH on health and health disparities. |

| 3. Leadership, Collaboration & Partnership | 1. Develop leadership tasks, skills, qualities and effectiveness. |
| 2. Demonstrate effective change management, communications, and financial management. |
| 3. Promote inclusion of representatives of diverse constituencies in partnerships. |
| 4. Use diplomacy and conflict resolution strategies with partners. |
| 5. Communicate lessons learned to community partners and global constituencies. |
| 6. Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures. |
| 7. Demonstrate cross-cultural communication skills including utilization of interpreters or language proficiency. |

| 4. Program Planning Management, Strategic Analysis Capacity Building | 1. Use systems thinking to analyze Strategic Analysis a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels. *(Strategic Analysis)* |
| 2. Given a case presentation or real life situation, students will assess and develop strategy to build capacity. *(Capacity strengthening)* |
| 3. Design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes. *(Program Management)* |
| 4. Incorporate issues of health equity and social justice into their planning. |
| 5. Understand, evaluate and compare health systems from around the world. |

| 5. Public Health & Service Delivery | 1. Explain the mechanisms international organizations use for public health practice standards. |
| 2. Discuss best practices for clinical and community health interventions and integrated strategies that substantially improve individual and/or population health. |
3. Discuss how CBPHC fits into the overall health care system in low- and middle-income countries.
4. Incorporate health promotion and disease prevention strategies and how their inclusion or absence impacts individual patient lives and populations.

6. Technology & Innovation

1. Analyze how technologies can enhance service delivery, distribution systems, in-service training, and medical education in low-resources areas.
2. Examine how tools and technology are used for the prevention, diagnosis, and treatment of diseases, as well as for rehabilitation purposes.
3. Identify and match organizations developing, implementing, supporting and funding innovative technologies to specific solutions and communities.
4. Review existing and emerging tools, technologies and approaches that impact the delivery of health services in resource poor settings.
5. Discuss the elements (e.g. business, technical, clinical, epidemiological) necessary for successful development and innovation (Johns Hopkins, 2014).
6. Analyze the forms of philanthropy that foster local innovation and build local capacity (Duke University, n.d.).
7. Discuss the ethical issues of introducing technologies in resource-poor regions.

7. Ethical Reasoning & Professional Practice

1. Discuss and apply elements of ethics.
2. Apply ethical principles to practice and research within low-resource settings.
3. Identify the ethical and professional issues involved in working in low-resource settings.
4. Discuss the goals and objectives of global health efforts, such as Alma Alta Declaration and the Millennium Development Declaration
5. Analyze ethical and professional issues that arise in responding to humanitarian emergencies.

8. Global Health Research Methodology

1. Explain the importance of global health research.
2. Demonstrate the ability to conduct preliminary steps in a global health research project.
3. Demonstrate the ability to design a research project on a global health issue.
4. Demonstrate ability to identify, collect, analyze, manipulate, incorporate and report data.

9. Policy

1. Explain the role of global networks and global institutions.
2. Evaluate multiple approaches to setting and enforcing policy.
3. Compare and contrast health care systems and the impact on adequate access, affordability and delivery.
4. Summarize policy implications surrounding foreign aid and assistance related to health.
5. Apply different types of health advocacy strategies.
6. Develop socio-cultural and political awareness and work effectively within diverse cultural settings and across local, regional, and international political landscapes.
## Appendix 3

### Core Courses & Competencies

<table>
<thead>
<tr>
<th>Course title/#</th>
<th>Course Objectives</th>
<th>Competencies</th>
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<tr>
<td><strong>Fundamentals of Global Health</strong></td>
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<tr>
<td>IHS: 5210</td>
<td>• Explain different disciplinary approaches and professional roles in global health&lt;br&gt;• Critically evaluate impact of major global health interventions&lt;br&gt;• Develop analytic writing skills&lt;br&gt;• Evaluate common global health issues.&lt;br&gt;• Describe the relationships between social, environmental factors and health.</td>
<td>• Global burden of Disease&lt;br&gt;• Social Determinants of Health and Health Disparities&lt;br&gt;• Ethical Reasoning &amp; Professional Practice&lt;br&gt;• Policy</td>
</tr>
<tr>
<td><strong>Comparative Health Systems</strong></td>
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<tr>
<td>IHS 5222</td>
<td>• Discuss health care systems and components utilizing a global perspectives.&lt;br&gt;• Access and utilize information technology to inform health policy in a global setting.&lt;br&gt;• Examine the underlying social issues in each system that influence (positively or negatively) health status in the population.&lt;br&gt;• Compare different health systems in relation to Millennium Goals and other global priorities in health.&lt;br&gt;• Discuss health care systems role in access, social justice, and health equity.&lt;br&gt;• Describe the indicators of health systems’ performance.&lt;br&gt;• Discuss role of quality, cost and access in evaluating health systems.</td>
<td>• Leadership, Collaboration &amp; Partnership&lt;br&gt;• Ethical Reasoning &amp; Professional Practice&lt;br&gt;• Social Determinants of Health and Health Disparities&lt;br&gt;• Policy</td>
</tr>
<tr>
<td><strong>International Health Programming</strong></td>
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<tr>
<td>HLTH 5120</td>
<td>• Discuss the international trade, global economy and its adverse effects on the health of developing countries.&lt;br&gt;• Discuss the development of cross-cultural sensitivity, knowledge, and skills related to health program planning in diverse cultures.&lt;br&gt;• Discuss cross-cultural misconceptions, misinterpretations, and misunderstandings related to health and education.&lt;br&gt;• Discuss the implications of the HIV pandemic.</td>
<td>• Program Planning Management, Strategic Analysis Capacity Building&lt;br&gt;• Leadership, Collaboration &amp; Partnership&lt;br&gt;• Public Health &amp; Service Delivery&lt;br&gt;• Ethical Reasoning &amp; Professional Practice</td>
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</table>
Globalization & Health

IHS 6210

- Analyze the impact of globalization on health care systems and trends in communicable and chronic diseases and the dual burden of disease.
- Evaluate responses to natural and man-made disasters.
- Discuss how organizations develop and adapt to meet the changing global health needs and crises.
- Discuss globalization as a set of complex political, economic, environmental, and social processes.
- Analyze the impact of migration on disease movement.
- Examine the impact of global policies on health and health inequalities between and within countries.
- Discuss global health security in relation to pandemics.
- Examine the intersection of environment, animal and human health.
- Describe and apply principles of ethics, design and logistics for global health research and service programs.
- Critically discuss global health in the context of world trends and the complexity of global health and development research, policy making and service delivery.
- Utilize the logic model to translate project design into a product.
- Write and evaluate competitive grants.

Global Health Research & Services

IHS 6521

- Discuss the steps necessary to develop a global health project.
- Analyze the appropriate methodology for various types of projects.
- Global Health Research Methodology
- Social Determinants of Health and Health Disparities
- Policy
- Leadership, Collaboration & Partnership
- Public Health & Service Delivery
- Innovation & Technology
- Leadership, Collaboration & Partnership
- Program Planning Management, Strategic Analysis Capacity Building
- Ethical Reasoning & Professional Practice
- Global Health Research Methodology
- Global Health Research Methodology
We will provide 3 or 4 current courses as options.

- Discuss the principles and methods of epidemiology
- Identify the key players necessary to effectively, efficiently and ethically develop, implement and evaluate a project
- Design and conduct an effective global health research
- Discuss the importance of building equitable and sustainable research partnerships

Scholarly Project

- Complete an 80-hour field experience
- Develop a scholarly project that corroborates expertise in each of the major competencies
- Demonstrate independence, management and organizational skills, willingness to take initiative and risks, critical thinking skills, ability to work with diverse groups, and readiness to participate in international work
- Exhibit a professional, ethical and interprofessional approach throughout development, implementation and evaluation

- Ethical Reasoning & Professional Practice
- Research, Partnership and Collaboration
- Program Planning Management
- All competencies
Appendix 4

Possible Electives/Concentrations Currently Taught at Ohio University

Concentrations

Clinical
- ANTH 5550 Medical Anthropology
- HLTH 6070 Health Promotion and Health Behavior
- HLTH 6150 Maternal and Child Health in Africa
- HLTH 6170 HIV/AIDS in Africa
- HLTH 6240 Community Health Programs
- HLTH 6480 Ethical Issues in Health Care
- HLTH 6710 Public Health Concepts
- HLTH 6720 Social and Behavioral Sciences in Public Health
- HLTH 6730 Epidemiology in Public Health
- HLTH 6791 Chronic Disease Epidemiology, Prevention, and Control
- INST 6900 Special Topics in International Studies: Healthy Living: Hlth, Comm & Dev
- HSP 5510 Interprofessional Health Care in Rural/Underserved Populations
- BIOS 5440 Tropical Disease Biology
- NUTR 6500 Diet and Chronic Disease

Education
- HLTH 6070 Health Promotion and Health Behavior
- HLTH 6170 HIV/AIDS in Africa
- SW 5701 Human Behavior in the Social Environment I: Human Growth and Development
- INST 6900 Special Topics in International Studies: Healthy Living: Hlth, Comm & Dev
- EDCE 6850 Multicultural Education

Policy/Law
- ECON 5500 Development Economics
- GEOG 5450 Gender, Environment, and Development
- GEOG 5210 Population Geography
- GEOG 5290 World Economic Geography
- HLTH 6030 Leadership of Health Organizations

Ohio University Master of Global Health Full Proposal
• HLTH 6080 Health Policy
• HLTH 6100 Evaluation and Quality Improvement in Health Care
• HLTH 6300 Epidemiology in Health Administration
• HLTH 6380 Strategic Planning and Marketing in Health Services
• HLTH 6480 Ethical Issues in Health Care
• MPA 5590 Measuring Outcomes in Public and non-Profit Organizations
• MPA 6800 Seminar in Public Administration
• ECON 5500 Development Economics
• POLS 5400 Politics of Developing Areas
Appendix 5
Sample Programs of Study for Master of Global Health
Full-Time Enrollment (2 Years)

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CC=core course
## Sample Program of Study for Master of Global Health

### Environmental Concentration

**Full-Time Enrollment**

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## Sample Program of Study for Master of Global Health

### Part-Time Enrollment (2 1/2 Years)

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<td>IHS 5210 Fundamentals of Global Health</td>
<td>CC 3</td>
<td>IHS 6210 Globalization &amp; Health</td>
<td>CC 3</td>
<td><em>Can take an elective</em></td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>Research Methodology</td>
<td>CC 3</td>
<td>IHS 5521 Global Health Research &amp; Services</td>
<td>CC 3</td>
<td>CC</td>
<td><strong>12</strong></td>
</tr>
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<td></td>
<td><strong>Total credits</strong> 6</td>
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<td><strong>Total credits</strong> 6</td>
<td></td>
<td></td>
<td><strong>Total credits</strong> 12</td>
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<tr>
<td><strong>Year 2</strong></td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>IHS 6931 Scholarly Project Prep</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IHS 5210 Comparative Health Systems</td>
<td>3</td>
<td>HLTH 5120 International Health Programming</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td><strong>Total credits</strong> 6</td>
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<tr>
<td><strong>Total credits</strong></td>
<td>9</td>
<td></td>
<td><strong>Total credits</strong> 6</td>
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<td><strong>Total credits</strong> 15</td>
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<tr>
<td><strong>Year 3</strong></td>
<td>IHS 6932 Scholarly Project</td>
<td>5</td>
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<td></td>
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<td><strong>Total credits</strong> 5</td>
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<td><strong>Total credits</strong></td>
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<td></td>
<td><strong>Total credits</strong></td>
<td></td>
<td></td>
<td><strong>Total credits</strong> 5</td>
</tr>
</tbody>
</table>

**Total for 2 1/2 years**: **38**
Appendix 6

Employment Opportunities in Global Health

According to Caring For the World: A Guidebook to Global Health Opportunities (Drain et. al. 2009) there are six areas of global health careers: research; clinical work; short term work; counseling; long term work; education; and developing new projects.

Areas of employment in global health:

- Health services and systems
- Disease detection and response
- Population and maternal/child health
- Nutrition, water, and environmental health
- Research and development
- Global health diplomacy
- Operating programs and delivering health services
- Governance of and membership in major international health organizations such as the WHO and the Global Fund;
- Global health research and development efforts
- NGOs and organizations involved in the delivery of humanitarian services
- Bilateral organizations and government agencies
- Multilateral organizations and UN agencies
- Public-private partnerships for health
- Disaster relief organizations
- Immigrant/migrant organizations
- Consulting firms
- Foundations
- Academia
- Policy and advocacy organizations

Martin (2013) breaks types of organizations into 7 functions with examples of organizations listed under each.

- Funding
  - Global Fund
  - Gates Foundation
  - DFID (Department for International Development)
  - USAID
  - PEPFAR (President's Emergency Plan for AIDS Relief)
- Implementation
  - CHAI (Clinton Health Access Initiative)
  - ESTHERAID (http://www.unitaid.eu/en/estheraid)
  - MSF (Doctors without Borders)
• ICRC (International Committee of the Red Cross)

• Research
  o Universities

• Advocacy
  o Most organizations involved even if not primary mandate

• Governance
  o National programs, e.g. Ministers of Health
  o UN Agencies
    ▪ WHO
    ▪ UNSAIDS
    ▪ UNFPA (United Nations Population Fund)
    ▪ UNHCR (UN High Commission for Refugees)
  o World Bank
  o ILO (International Labour Organization)
  o IMF (International Monetary Fund)

• Product development: drugs, diagnostics
  o Pharmaceutical companies NGOs
  o FIND
  o MMV (Medicines for Malaria Venture),
  o PATH (http://en.wikipedia.org/wiki/PATH_%28global_health_organization%29),
  o DNDi (Drugs for Neglected Diseases Initiative)

• Clinical & community
  o Baylor
  o EGPAF (Elizabeth Glaser Pediatric AIDS Foundation)
  o Mothers to Mothers

Additionally, sites such as CUGH provide lists of opportunities: http://www.cugh.org/opportunities/jobs.
Appendix 7
Heritage College of Medicine: Practice in MUAs and HPSAs among Graduates

**Figure 1**: HCOM Medical Students Who completed a GH vs Those Who Did Not and Subsequent Practice in HSPA or MUA
Appendix 8

Ohio University Master-Level Degrees with Global Health Components

What is unique about OU and the MGH?

Ohio University has considerable resources that can contribute expertise to the Global Health Master’s. Current resources include region specific international studies programs as African studies, Asian Studies, and Latin American Studies as well as courses with concentrations in international health issues, research methods, and anthropology. Another set of programs are more oriented to the role of communications, development, and policy with regards to health internationally are the communications and development program, the international development program, and the public policy program.

- Master Degree (MA) in International Affairs in African studies

The M.A. degree offered through the African Studies Program strives to provide students with a strong grounding in the traditional African Studies core disciplines (including political science, anthropology, history, geography, literature) while giving them the opportunity to form their course of study around their professional and academic goals. The curriculum encompasses core courses that emphasize topics and proficiencies related to African history; African literature; and Religion.

- Master Degree (MA) in International Affairs in Southeast Asian Studies

The M.A. degree offered through the Southeast Asian Studies Program introduces students to the rich cultures, traditions, and societies of Southeast Asia. The curriculum encompasses core courses that emphasize topics and proficiencies related to Politics of East Asia; and Religion (i.e. Buddhism, and Political Islam). The program offers some unique courses in Theater History (i.e. Puppetry of Southeast Asia, and History of Asian American theatre). Another feature of the program is the richness of the Malaysian studies exhibited through courses such as: Tun Razak Seminar: Exploring Malaysia’s Diversity through Film and Fiction.

- Latin American Studies:

The M.A. degree offered through the Latin American Studies program is an interdisciplinary master’s degree program that promotes a greater understanding of Latin America within a context of regional and global change. The curriculum encompasses core courses that emphasize topics and proficiencies related to Politics of Latin America; Latin American history (from colonial era to present); Latin American Literature; and International Health Programming.

- Communication and Development

The M.A. degree offered through the Communication & Development Studies program focuses on using communication to promote social change. The curriculum encompasses core courses that emphasize topics and proficiencies related to communication for development; strategic communications; health communications and participatory research methods.
• International Development Studies:

The International Development Studies (IDS) Program seeks to produce graduates who will become development practitioners – professionals acting as catalysts and facilitators of change in developing contexts. The curriculum encompasses core courses that emphasize topics and proficiencies related to Development and Environment; Development and Gender; Development and Health; Development and the Social Sciences; and Development and Sports.

Other graduate programs:

• Master of Public Health (MPH):

The program is designed to meet the needs of working professionals who wish to expand their role in improving community health, enhance current job skills, and seek career advancement. The curriculum encompasses core courses that emphasize topics and proficiencies related to Social and Behavioral Sciences in Public Health; Epidemiology in Public Health; Environmental Health Sciences in Public Health; Public Health Practice and Issues; and Grant Writing for Public Health Practice.

• Master of Health Administration (MHA):

The master’s in health administration from Ohio University offers a comprehensive curriculum to develop strategic leaders. Expand the students’ business acumen and strategic leadership skills to create innovative solutions and to adapt and lead in the ever-changing health care system. The curriculum encompasses core courses that emphasize topics and proficiencies related to research methods for health services; evaluation and quality improvement; epidemiology; and strategic planning and marketing in health services.

• Master of Science in Environmental Studies

This is an interdisciplinary program of graduate coursework and research. The program caters to students looking for a broader academic experience than a traditional course of study can provide. The curriculum encompasses core courses that emphasize topics and proficiencies related to community-based environmental research; ecology and environmental issues; and concepts in sustainability.
Appendix 9

MGH & MPH Program Differences and Similarities

Masters of Global Health

• International/global focus
  o Organizations
  o Multiple governments
  o Resource-poor
  o Cross-border diseases
  o Transnational determinants
• Migration
• Global crises
• Service delivery in multicultural & complex settings
• Global health trends
• Clinical

• Students from
  o International organizations
  o Foreign governments
  o Ohio
  o Bordering states
• Curriculum
  o CHSP
  o CIS
  o Anthropology
  o Voinovich
  o Communications

Masters of Public Health

• Domestic focus
  o Rural
  o National, state and local organizations & governments
  o Domestic determinants (social, environmental, behavioral)
• Service delivery in domestic settings
• Local public health concerns
• Non-clinical

• Prevention
• Community-Based
• Epidemiology
• Interprofessional
• Program Development
• Policy

• Students from
  o Ohio
  o Bordering states
  o International students
• Curriculum: CHSP
  o 8 electives within CHSP or other OU programs
## Appendix 10

### Needs Assessment Results

In order to gauge interest in a Masters of Global Health we conducted a survey of Ohio University students. The largest number of respondents, as expected, are CHSP majors. Overall, the responses were positive.

### Overall, how interested are you in getting a MGH (check only one)

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<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Extremely interested</td>
<td>26</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>Very interested</td>
<td>63</td>
<td>36%</td>
</tr>
<tr>
<td>3</td>
<td>Neither interested nor disinterested</td>
<td>63</td>
<td>36%</td>
</tr>
<tr>
<td>4</td>
<td>Very disinterested</td>
<td>10</td>
<td>6%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely disinterested</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>173</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Which would you be more likely to enroll in?

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<th>Answer</th>
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<td>1</td>
<td>MGH</td>
<td>95</td>
<td>57%</td>
</tr>
<tr>
<td>2</td>
<td>MPH (Masters in Public Health)</td>
<td>71</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>166</strong></td>
<td><strong>100%</strong></td>
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### How much need is there for a MGH degree program at OHIO University?

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<th>Answer</th>
<th>Response</th>
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<tr>
<td>1</td>
<td>Great need</td>
<td>54</td>
<td>32%</td>
</tr>
<tr>
<td>2</td>
<td>Moderate need</td>
<td>47</td>
<td>28%</td>
</tr>
<tr>
<td>3</td>
<td>Some need</td>
<td>54</td>
<td>32%</td>
</tr>
<tr>
<td>4</td>
<td>A little need</td>
<td>12</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>No need</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
<td><strong>100%</strong></td>
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</table>
### How likely would you be to apply for admission to a MGH program at OHIO University?

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<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely likely</td>
<td>21</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>Very likely</td>
<td>44</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Neither likely nor unlikely</td>
<td>65</td>
<td>38%</td>
</tr>
<tr>
<td>4</td>
<td>Very unlikely</td>
<td>20</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely unlikely</td>
<td>23</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>173</td>
<td>100%</td>
</tr>
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</table>

### Would you prefer a MGH program that is full or part-time?

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<th>Answer</th>
<th>Response</th>
<th>%</th>
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<tr>
<td>1</td>
<td>Full-time</td>
<td>49</td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td>Part-time</td>
<td>64</td>
<td>37%</td>
</tr>
<tr>
<td>3</td>
<td>No preference</td>
<td>60</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>173</td>
<td>100%</td>
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</table>

### How would you like the MGH program to be structured? Check more than one option, if you want.

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<th>Answer</th>
<th>Response</th>
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<tbody>
<tr>
<td>1</td>
<td>Traditional on-campus program</td>
<td>57</td>
<td>33%</td>
</tr>
<tr>
<td>2</td>
<td>Web-based/distance learning</td>
<td>80</td>
<td>47%</td>
</tr>
<tr>
<td>3</td>
<td>1 year online followed by 1 year on-campus</td>
<td>21</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>No preference</td>
<td>39</td>
<td>23%</td>
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</table>

### If you could earn a dual degree, that includes a MGH degree, while enrolled at OHIO University, how likely would it be that you would enroll in a dual degree program?

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely likely</td>
<td>51</td>
<td>29%</td>
</tr>
<tr>
<td>2</td>
<td>Very likely</td>
<td>47</td>
<td>27%</td>
</tr>
<tr>
<td>3</td>
<td>Neither likely nor unlikely</td>
<td>52</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Very unlikely</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely unlikely</td>
<td>11</td>
<td>6%</td>
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<td></td>
<td>Total</td>
<td>174</td>
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If you did a dual degree, which degree are you likely to pair with an MGH?

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<td>DO</td>
<td>35</td>
<td>21%</td>
</tr>
<tr>
<td>2</td>
<td>Nursing</td>
<td>44</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>Masters</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Ph.D.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>MPH</td>
<td>13</td>
<td>8%</td>
</tr>
<tr>
<td>6</td>
<td>Communication Studies</td>
<td>10</td>
<td>6%</td>
</tr>
<tr>
<td>7</td>
<td>Environmental Studies</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>8</td>
<td>International Studies</td>
<td>20</td>
<td>12%</td>
</tr>
<tr>
<td>9</td>
<td>Health Administration (MPA)</td>
<td>25</td>
<td>15%</td>
</tr>
<tr>
<td>10</td>
<td>Other (please specify)</td>
<td>17</td>
<td>10%</td>
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<td></td>
<td>Total</td>
<td>167</td>
<td>100%</td>
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Of the following possible tracks within the MGH, which would you most likely pursue?

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<td>1</td>
<td>Policy/law</td>
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<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>Clinical</td>
<td>46</td>
<td>27%</td>
</tr>
<tr>
<td>3</td>
<td>Education</td>
<td>23</td>
<td>14%</td>
</tr>
<tr>
<td>4</td>
<td>Public health/epidemiology Regional focus (e.g. Africa, Latin America)</td>
<td>64</td>
<td>38%</td>
</tr>
<tr>
<td>5</td>
<td>Other (please specify)</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>169</td>
<td>100%</td>
</tr>
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</table>
Appendix 11
Response to RACGS Reviewer Comments

- Collaboration with other universities: We are open to collaborations and welcome the expertise and opportunities that those collaborations provide. We will explore possibilities as we move forward.
- Capstone/field experience/scholarly project: We added more detail under Scholarly Project, page 9. We discussed developing specific criteria and discussed again after receiving the comments. We, however, prefer to leave the scholarly projects up to the 3-member faculty committees that will oversee student projects. What works for a medical student will not fit with an engineering project. The projects depend to a large part on their concentration.
- Information on current and previous global health studies conducted by OU faculty: We added the CVs of faculty conducting international research. The Global Health Initiative surveyed faculty to determine the full extent and range of international research. We will use those findings to assist students in selecting faculty mentors and projects. See results on p. 10
- Course development: One of the core courses, Fundamentals of Global Health (Dr. Ice), is already available. Comparative Health Systems (Dr. Meyer) should began spring, 2016. Students can select the research methodology course for several already taught. The only core course currently not being developed is Global Health & Technology Innovations, but we are actively seeking a qualified faculty member to develop and teach it. All the courses listed in Appendix 4 are currently offered. We also included a sampling of faculty who teach and/or conduct research on global health topics.
- Matching competencies to courses: Appendix 3
- Overlap with current MPH program: We recognize that some of the important concepts are shared with the MPH. We believe, however, that to function effectively at on the international level requires a different set of skills and knowledge that: recognizes the interdependence of multiple systems; the complex interplay of the determinants of health that vary among countries and regions; the culturally diverse nature of working globally; the difficulty of project development and management under a variety of complex, fluid, conflicting and unfamiliar policies and regulations, both informal and formal; and flexibility, cultural humility, and problem solving necessary to work with diverse communities, from isolated villages to ministers of health. We visually represented the differences in Appendix 9.

Tania Basta serves on our committee and we plan to continue to work closely with her and other MPH faculty to share expertise when possible and to find ways to minimize duplication of courses. At this point, our goal is to develop a possible concentration in public health, which would probably involve just a small number of students. We are aware of the fact that many of the MPH courses are currently only for MPH students and that faculty reimbursement for non-MPH students is a concern. This is an issue that we will need to negotiate with the MPH program and we will not offer it as a concentration until we do so. We removed the section that discussed the issues of rural health and the shared skills since we recognize that this does overlap too much with the MPH.
## Appendix 12

**Deborah Meyer, Ph.D., R.N.**  
**Curriculum Vitae**  
Department of Interdisciplinary Health Studies  
College of Health Sciences and Professions  
Ohio University

### Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Field and Institution</th>
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<td>Ph.D.</td>
<td>2003</td>
<td>Instructional Technology, Ohio University College of Education, Athens, OH</td>
</tr>
<tr>
<td>M.S.</td>
<td>1992</td>
<td>Education Systems Development, Michigan State University, East Lansing, MI</td>
</tr>
<tr>
<td>B.A.</td>
<td>1986</td>
<td>Bachelor of Arts University of Michigan-Flint, Flint MI</td>
</tr>
<tr>
<td>Diploma</td>
<td>1974</td>
<td>St. Joseph's School of Nursing, Hancock, MI</td>
</tr>
</tbody>
</table>

### Professional Positions

<table>
<thead>
<tr>
<th>Year</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-present</td>
<td>Assistant Professor of Global Health, Ohio University College of Health Sciences and Professions</td>
</tr>
<tr>
<td>2004-2013</td>
<td>Assistant Professor, Administrator, Geriatric Medicine/ Gerontology, Ohio University Heritage College of Osteopathic Medicine</td>
</tr>
<tr>
<td>2000–04</td>
<td>Director of Interdisciplinary Mental Health Educational Programs</td>
</tr>
<tr>
<td>1996–00</td>
<td>Educational Coordinator, Ohio University College of Osteopathic Medicine</td>
</tr>
<tr>
<td>1989–90</td>
<td>Freelance writer Carman Ainsworth School District's newsletter</td>
</tr>
<tr>
<td>1985–89</td>
<td>Freelance writer for the <em>Flint Journal</em> (a newspaper in Michigan with a daily circulation of 103,000)</td>
</tr>
<tr>
<td>1986–87</td>
<td>Research assistant University of Michigan–Flint</td>
</tr>
<tr>
<td>1977–79</td>
<td>Triage nurse emergency room at Yale–New Haven Hospital, Yale and University School of Medicine, New Haven, CT</td>
</tr>
<tr>
<td>1975–77</td>
<td>Staff nurse in ICU/CCU at Flint Osteopathic Hospital, Flint, MI</td>
</tr>
<tr>
<td>1973-1975</td>
<td>Staff nurse at St. Joseph's Hospital, Hancock, MI</td>
</tr>
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</table>

### Grants

<table>
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<tr>
<th>Year</th>
<th>Grant Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1804 Undergraduate Fund Award: <em>Global Health Case Competition</em>, $17,970</td>
</tr>
<tr>
<td>2013</td>
<td>1804 Undergraduate Fund Award: <em>Global Health Certificate Online Course Creation</em>, $13,000</td>
</tr>
<tr>
<td>2012</td>
<td>The Ohio State University Center for Clinical and Translational Science Community Engagement Program &amp; Ohio University Appalachian Rural Health Institute grant for $100,000. <em>Chronic Disease Management in Rural Appalachian Elderly</em></td>
</tr>
<tr>
<td>2010</td>
<td>Research and Scholarly Activities grant for $1,900: <em>Analysis of diagnosis in the SHARE Kenya Program</em></td>
</tr>
<tr>
<td>2008</td>
<td>Center for Telemedicine Research and Interventions (CENTRI) for pilot study, <em>Camcorders and Isolation at End-of-Life in Nursing Homes</em>: $5,000</td>
</tr>
<tr>
<td>2007</td>
<td>Athens Foundation and Sisters of St. Joseph Charitable Foundation: $20,000</td>
</tr>
</tbody>
</table>
2007 Department of Health and Human Services, Geriatric Education Center: Collaborated with four other medical schools in Ohio in writing for grant renewal that funds the Western Reserve Geriatric Center: $60,000 each of 3 years
2007 Research and Scholarly Activities grant for $4,600 to conduct study on nursing aid retention
2007 Research and Scholarly Activities grant for $6,500 to conduct pilot study
2005 Department of Health and Human Services, Geriatric Education Center: Collaborated with four other medical schools in Ohio in writing for grant renewal that funds the Western Reserve Geriatric Center: $60,000 each of 3 years to support interprofessional educational programs for faculty, students and providers.
2004 Quentin N. Burdick Rural Interdisciplinary Training grant from the Department of Health and Human Services: $553,000
Six month extension from Department of Health and Human Services in the amount of $53,000
2003 Ohio Department of Mental Health: $25,000
2002 Sisters of St. Joseph Charitable Fund, Parkersburg, WV, for Women Raise the Roof, a women’s coalition with Athens County Habitat for Humanity: $5,000.
2000 Sisters of St. Joseph Charitable Fund: Women Raise the Roof: $20,000
2000 Quentin N. Burdick Rural Interdisciplinary Training grant from the Department of Health and Human Services: $382,000
1997-02 Ohio Department of Mental Health: approximately $284,000

Global Health Experience
2014 London: Comparative Healthcare Systems
2013 Co-Chair International Education Week
2013 Facilitator, an online Ohio University undergraduate course, Introduction to Global Health
2012 Chair, Ohio University Global Health Curriculum Sub-committee
2012 University of Minnesota Online Global Health Course Module 1: Introduction to Health Care for Immigrant and Refugee Populations
2011 Traveled to El Salvador to evaluate OU-HCOM program
2010 Institute for International Medicine Online International Medicine Course
2006-2010 Director, SHARE Kenya
2006-2007 Traveled twice to Honduras to meet with educational and health care professionals and to negotiate a MOA with Universidad Católica de Honduras
2004-present Member, OU-HCOM Global Health Committee
2004-2008 Director, Charles J. Cannon Edinburgh Geriatric Tutorial

Publications


**Research**

2012 Chronic Disease Management in Rural Appalachian Elderly
2010 SHARE Kenya: compared diagnosis of medical students, residents and physicians; gathered demographic information
2008 Camcorders and Isolation at End-of-Life in Nursing Homes
2008 Chronic Disease Management in Rural Elderly with Type 2 Diabetes
2007-09 Nurses’ Aides: Where do They All Go?
1998 Surveyed Osteopathic physicians, directors of medical education, and administrators concerning their needs for continuing medical education and their use of technology

**Presentations**

2015 *Cultural Considerations in Caregiving*. New York City at the 35th Annual YAI International Conference in New York City, NY
2014 *Supporting Caregivers: A Holistic Approach Institute* for People with Disabilities, New York City at the 34th Annual YAI International Conference in New York City, NY
2013 May 6: *Caregiving Responsibilities: A Balancing Act*. Institute for People with Disabilities, New York City at the 33nd Annual YAI International Conference in New York City, NY
Presented at Interprofessional Research Colloquium at Ohio University, Athens, OH
May 5-7: Poster presentation, *Community-Engaged Development of a Telemedicine Pilot*. Received a Judged Poster Award. American Telemedicine Association Annual Meeting, Austin, TX
Global Health Initiative, presented for the Culture Show Case Series, Alden Library, November 12. (Presented with G. Ice, D. McBride, C. Kingori)
2012
September: Presented a workshop, “Coping Strategies” with Dr. Tracy Marx in Chisinau and Balti, Moldova September 26th and 28th, 2012
April 28: What Films Tell Us About Caregiving. Institute for People with Disabilities, New York City. at the 32nd Annual YAI International Conference in New York City, NY
March 30: Movies & Caregiving: A Humanistic Approach to Teaching About Caregiving. ASA’s Aging in America, Washington, D.C.

2011
May 4: Movies and Caregiving: Confronting the Stereotypes. Institute for People with Disabilities, New York City. At the 32nd Annual YAI International Conference in New York City, NY
April 30: Nurses’ Aides: Where Do They All Go? ASA’s Aging in America, San Francisco, CA

2010
September 9: Poster presentation: Medical Student Performance on Global Health Experience in Western Kenya. American Public Health Association Annual Meeting, San Antonio, TX
September 17. Poster Presentation. Medical Student Performance on Global Health Experience in Western Kenya. Research Day. Ohio University, Athens, OH
September 14: Poster 2010 Nurses Aides: Where Do They All Go? Annual Scientific Meeting of the American Geriatrics Society, Orlando, FL
May 14: Poster 2010 Nurses Aides: Where Do They All Go? Annual Scientific Meeting of the American Geriatrics Society, Orlando, FL
April 29: Cultural Issues and Informed Consent, Institute for People with Disabilities, New York City. At the 31st Annual YAI International Conference in New York City, NY

2009
Institute for People with Disabilities, Ethical Issues & Cultural Consideration, New York City, NY

2008
Institute for People with Disabilities, “Technology and Home Health: Ethical Dilemmas & Decisions, New York City, NY

2007
Institute for People with Disabilities, Technology: Bringing it Home, New York City, NY
Geriatric Medicine/ Gerontology Noon Seminar, Technology & the Elderly: Ethical Considerations

2006
Technology and Ethics, Gerontology Colloquium, Ohio University, Athens, OH
Institute for People with Disabilities, Technology and Multidisciplinary Teams: Ethical Deliberations, New York City, NY

2005
Institute for People with Disabilities, Technology: How Does it Fit in Your Practice? New York City, NY

2004
Culture and Communication: 2 hour program with video-conference access at four sites National Institute for People with Disabilities, Beyond Beep and Click: Using Technology with Interdisciplinary Teams, New York City, NY

2003
National Institute for People with Disabilities, Communicating on Interdisciplinary Teams: Bridging the Professional Differences, New York City, NY
All-Ohio Institute on Community Psychiatry, Innovation in Training for Rural Practice: Interdisciplinary Collaboration in Rural Mental Health Care, Cleveland, OH

2002
National Institute for People with Disabilities, Using Interdisciplinary Teams to Meet the Mental Health Needs of Parents Who Care for Children with MR/DD, New York City, NY

**Teaching Experience/Student Support**

2015-present  Instructor of Record: Immigrant and Migrant Health, GH Certificate Capstone Prep and GH Certificate Capstone Project
2014      Study Abroad: London, Comparative Health Care Systems
2013-present  Director, GH Certificate
2012-present  Chair, GH curriculum subcommittee
2013-present  Facilitator for online course, Introduction to Global Health
2010-present  Instructor of Record, Geriatric Medicine Block
2008      Research & Scholarly Advancement Fellowship (RSAF) faculty advisor
2005-present  Co-developed and teach in an innovative course, *Interprofessional Rural Gerontology,* that involves faculty from social work and the College of Health and Human Services.
2005-present  Recruit for and oversee *Medical Student Training in Aging Research (MSTAR)* Program
2005-present  Lecture: Geriatric Medicine Block
2005-present  Geriatric Medicine Club student advisor.
2004-2007  Developed evaluation tool for and facilitated in Medical School simulation lab: Interviewing the Well Elderly
2005-present  Facilitation CPC Small Group, year 1 & 2 medical students
1999-2005  Created, secured grant funding for, and co-taught an innovative interprofessional course, *Interprofessional Collaboration in Rural Mental Healthcare,* that involves faculty from social work, nursing, health administration, psychology and special education.

**Other Professional Activity**

2013  Abstract reviewer World Conference on technologies: Gerontechnology
2012  Reviewer, *Medical Education*
2012  Reviewer, *Osteopathic Family Physician*
2012  Abstract reviewer World Conference on technologies: Gerontechnology
2011  Reviewer: Bowling Green State University’s proposal for Masters in Gerontology
2006-2009  Ohio University Institutional Review Board
2008-2011  OU-HCOM Student Selection Committee
2009-present  Faculty Fellow, Voinovich School of Leadership and Public Affairs
2007-present  Gerontology Certificate Advisory Board
2007-present  Peer reviewer for *Rural and Remote Health*
2005-present  Consortium of Ohio Academic Geriatric Programs
2005-2010  Executive board member Western Reserve Geriatric Education Center
2004-2006  Abstract reviewer for the annual meeting of the 2005 American Geriatrics Society
Appendix 13

Gillian Harper Ice, Ph.D., M.P.H

Curriculum Vitae

Department of Social Medicine
Heritage College of Osteopathic Medicine
Ohio University
309 Grosvenor Hall
Athens, OH 45701
740-593-2128 (phone)
740-593-1730 (fax)
iceg@ohio.edu

Education

2002  University of Minnesota, M.P.H. program in Epidemiology
1998    The Ohio State University, Ph.D., Anthropology, specialization in Gerontology
1992  City University of New York, M.A., Anthropology
1990  Washington University, A.B., Magna Cum Laude, Anthropology

Professional Experience

2015-  Professor, Department of Social Medicine, Ohio University  Heritage College of Osteopathic Medicine. (and African Studies, Social and Public Health, OU)
2013-present  Associate Professor, Department Social and Public Health, Ohio University College of Health Sciences and Professions
2012-present  Director of Global Health HCOM/CHSP, Ohio University
2006-present  Associate Professor, Department of Social Medicine, Ohio University College of Osteopathic Medicine
2006-present  Associate Professor African Studies, Ohio University
2006-present  Associate Professor, Department of Biomedical Sciences, Ohio University College of Osteopathic Medicine
2000-2006  Assistant Professor, Department of Social Medicine, Ohio University College of Osteopathic Medicine
2006  Assistant Professor, Department of Biomedical Sciences, Ohio University College of Osteopathic Medicine
2006  Adjunct Professor, Consortium of Eastern Ohio Master of Public Health
2004-present  Director of International Programs, Ohio University College of Osteopathic Medicine
2003-2006  Assistant Professor African Studies, Ohio University
2002-present  Adjunct Faculty, Department of Anthropology, The Ohio State University.
1998-2000  National Institute on Aging Post-Doctoral Fellow, Center on Aging, University of Minnesota
1998-2000  Instructor, Department of Gerontology, University of Minnesota
1998-2000  Research Assistant, Clinical Outcomes Research Center, EverCare Evaluation, Division of Health Services Research, University of Minnesota
1993-1998  Graduate Teaching Associate, Department of Anthropology, The Ohio State University
1991-1992  Adjunct Lecturer, Department of Anthropology, Hunter College, City University of New York
1990-1992  Research Assistant, Department of Anthropology, Queens College, City University of New York
1990-1991  Research Assistant, Department of Vertebrate Paleontology, American Museum of Natural History

Awards and Honors
2014 Outstanding CPC 1 Social Medicine Faculty
2013 Ohio University Faculty Award for Excellence in Global Engagement.
2013 African Children’s Hero Award, Ohio University African Studies
2013 Outstanding CPC 1 Social Medicine Faculty
2012 Outstanding CPC 1 Social Medicine Faculty
2011 Outstanding Research Mentor, Year 1 PCC and Outstanding Social Medicine Faculty, CPC Year 1.
2012 Humanitarian Award, Ohio University College of Osteopathic Medicine.
2011 Dean’s Award for Superior Service to the Ohio University College of Osteopathic Medicine

Grants and Fellowships
2014 National Institutes of Health, “Developmental Adversity, the Adversity Phenotype, and Stress Reactivity.” (PI Anne Farbman, CO-PI/Sponsor Ice), $190,704 (not funded, to be resubmitted in November)
2013 American International Health Alliance/CDC, “IHS-OU Twinning for Nursing Curriculum Upgrade”. Funded via HRSA, CDC/PEPFAR. $108,000 available to project partnership via AIHA, of which OU faculty/staff have access to $73,000 for travel and to conducted training for development of nursing curriculum and other topics with Institutes for Health Sciences in Botswana. (PI AIHA, Project coordinator, Ice, CO-PIs Deborah Henderson and Randall Leite), renewed for 2014, amount pending.
2013 HSP, Mentored research award, “: A pilot study to examine sexual health and HIV/AIDS knowledge among Somali youth in Columbus Ohio” (C. Kingori, PI, Ice, Mentor), $1000.
2012 OURC, “Attitudes and use of bed-nets in the fight against Malaria in western Kenya”. $8,000, Not funded, resubmitted/funded.
2012 OU/OU-HCOM/Social Medicine, Challenge Grant for Enhancing integration of public health content into medical education. $7000
<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Project Title</th>
<th>Funding</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2010</td>
<td>OUOM, RSAC</td>
<td>“Gender, Caregiving and Nutritional Status among Luo grandparents: Internship project”.</td>
<td>Not funded by RSAC, funded by the Dean’s Office and Department of Social Medicine.</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>National Science Foundation</td>
<td>“Dissertation Improvement Grant: The Impact of Orphanhood on the Growth and Nutrition of Luo Children”, with Amy Zidron</td>
<td>$15,000</td>
<td>not funded.</td>
</tr>
<tr>
<td>2006</td>
<td>OUOM, Grant Competition Award</td>
<td>“The impact of HIV/AIDS on energy balance of families in Kenya,”</td>
<td>$20,000.</td>
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<tr>
<td>2005</td>
<td>OUOM, RSAC Award</td>
<td>“Measuring Stress among Luo Elders”</td>
<td>$6500</td>
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<tr>
<td>2005</td>
<td>Ohio University, Baker Fund</td>
<td>“Measuring Stress among Luo Elders”</td>
<td>$12,000</td>
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<tr>
<td>2005</td>
<td>National Science Foundation</td>
<td>“Gender, Caregiving and Nutritional Status among Luo grandparents”</td>
<td>$265,000</td>
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<tr>
<td>2004</td>
<td>CORE Research Committee</td>
<td>“Association of Chapman’s Reflexes at the Adrenals with Salivary Cortisol” PI: Isabelle Escano (MSIV), Co PIs, Ice &amp; Eland,</td>
<td>$3050.</td>
<td></td>
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<tr>
<td>2004</td>
<td>Ohio University College of Osteopathic Medicine, RSAC</td>
<td>“The Toll of the HIV/AIDS Crisis on Kenyan Grandparents”</td>
<td>$6,500</td>
<td></td>
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<tr>
<td>2003</td>
<td>Ohio University &amp; Ohio University College of Osteopathic Medicine, Research Challenge Award</td>
<td>“Impact of multiple chronic stressors on cortisol variation and immune function among older Kenyans”</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>US Department of Education</td>
<td>“Luo, Swahili &amp; Kikuyu for Health”, consultant to PI John Mugane, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>National Science Foundation</td>
<td>“Impact of multiple chronic stressors on cortisol variation and immune function among older Kenyans” (not funded, resubmitted/not funded),</td>
<td>$158,497</td>
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<tr>
<td>2003</td>
<td>National Institute on Aging, R03</td>
<td>“The Toll of the HIV/AIDS Crisis on Kenyan Caregivers” (not funded, resubmitted/not funded),</td>
<td>$145,000</td>
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<tr>
<td>2003</td>
<td>Ohio University &amp; Ohio University College of Osteopathic Medicine, Research Challenge Award</td>
<td>“The Toll of the HIV/AIDS Crisis on Kenyan Caregivers”,</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Ohio University Research Committee</td>
<td>“Caregiving in Kenya” The Toll of the HIV/AIDS Crisis on Luo Grandparents”</td>
<td>$7,200</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Alzheimer’s Association Conference Grant for AAGE conference</td>
<td>“First Annual Meeting of the Association for Anthropology and Gerontology, San Francisco, February 7-9”,</td>
<td>$1,000.</td>
<td></td>
</tr>
</tbody>
</table>
2001  Ohio University College of Osteopathic Medicine, Research Award, “Stress Experienced by Residents of Assisted Living Facilities,” $8,735.

2000  Alzheimer’s Association, New Investigator Award, “Measuring Stress Experienced by Persons with Dementia,” $52,100.

1999  Student Research Award, Center of Urban and Regional Affairs, “Cortisol Variation among Healthy Older Adults,” $10,157.

1999  Wenner-Gren Foundation of Anthropological Research, Conference Grant, for symposium, “Biological Anthropology of Aging: Theoretical Approaches and Current Directions,” $1,000.

1997  Presidential Fellowship, The Ohio State University, $18,000.

Publications

Books


Journal articles (* indicates student author)


**Book Chapters and non-peer reviewed journals**


**Selected Abstracts/Presentations (1998 – present)**

Kingori, C, Ice, GH, Hassan*, Q & Elmi*, A (accepted) “If I went to my mom with that information, I'm dead”. Sexual Health and HIV/AIDS Knowledge among immigrant Somali Youth in Ohio. To be presented at the American Public Health Associations Meetings, November 2015.


Ice, G. H. (2012). *Do Kenyan grandparents invest in their grandchildren according to evolutionary predictions?* Presented at the American Association of Physical Anthropologists.


Katz-Stein, A., Ice, G. H., & Kane, R. L. (2001). Demographic, physical and psychological factors and
diurnal cycles of salivary cortisol in older adults. Presented at the American Osteopathic
Association Research Conference.

Human Biology, 13*, 125. Presented at the Human Biology Association Meetings.

Osteopathic Association Research Conference.

of Anthropologists Meetings.

Biology Association Meetings, April 2000 and for the Minnesota Gerontological Society, April
2000).

Fourth Global Conference on Aging.

Association Meetings.

Presented at the meetings of the Gerontological Society of America, November 1998.

living in different residential settings. *American Journal of Hypertension, 11*, 135A. Presented at
the meetings of the American Society of Hypertension.

Presented at the Society for Applied Anthropology.

at the Human Biology Association Meetings.

Book Reviews


Austad. Human Biology, 75(1), 138-140.

Biology 70, 435-437.

Anthropologist, 100*, 1048-1049.

Organized Symposia/Conferences

Howard, W., Ice, G. H. (2013). Women and Children’s Health in Africa: Clinical and Social Perspectives,
Ohio University, March 29-30, 2013.

Presented at the Gerontological Society of America, November 2011.


**Invited Presentations**

2015 Caregiving in the context of HIV. Presented at Binghamton University, April 15, 2015.


2014 Approaches to care of the elderly, Shandong University (with R. Leite, B. Hallowell and D. Meyer).

2014 Human Biology Association Student Round Table, Research Methods

2012 Human Biology Association Student Round Table, Field Methods

2011 Human Biology Association Student Round Table, Stress


2008 Psychosocial Stress, Obesity, Hypertension and Diabetes. Presentation at the Barriers to Diabetes Care in Appalachia conference of the Rural Health Institute-Ohio

2004 Grandparenting in the Context of HIV/AIDS. Gerontology Institute, Georgia State University.

2002 It Shouldn’t Hurt to Grow Old: Elder Abuse and Neglect (with B Pfeiffer, W Carlsen, MK Sturbois). Seminars in Geriatric Medicine/Gerontology, Ohio University College of Osteopathic Medicine.


2001 Stress in Long-Term Care. Binghamton University, Institute for Primary and Preventive Health Care, Community Health Lecture Series.

2001 Stress in Long-Term Care. Seminars in Geriatric Medicine/Gerontology, Ohio University College of Osteopathic Medicine.


Teaching

Classes
Anthropology of Aging
Biology of Aging
Human Variation
Introduction to Global Health (online, over 2500 students do date)
Fundamentals in Global Health
Introduction to Physical Anthropology
Multidisciplinary Perspectives on Aging

Lectures/labs in Medical Knowledge Courses
Advanced Directives lecture
Advanced Directives Lab
Appetite suppressant drugs (critical literature review)
Biology of Aging
Cardiovascular Observational Research and Trials
Cross-Over designs (Epidemiology, Research & Biostatistics, Neurology)
Diabetes & Health (critical literature review)
Epidemiology, Prevention & Impact of the HIV pandemic
Epidemiology of STIs
Epidemiological Statistics (lecture and problem set)
Evidence Based Osteopathic Manipulative Medicine
Evidence Based Treatment of Cough
Elder Abuse
Facts on Aging
Geriatric Assessment
Introduction to Cardiovascular Disease Epidemiology
Introduction to Multicultural Medicine
Introduction to Public Health and Preventive Medicine
Journal Article Review in Psychopharmacology
Stress
Study Design and Biostatistics
Long-Term Care
Medical measurement and Cardiovascular Screening (lecture & problem set)
Menarche and Menopause
Natural history of disease
Public health and preventive medicine data problem set
Race and public health
Randomized Control Trial (critical literature review)
Sensory Changes Lab
Sexuality and Aging
Smoking & Cancer (lecture & problem set)
Social Determinants of Health
Synthesis and Integration (Introductory & Geriatrics Block)
Survey Research (critical literature review)
Vision loss (critical literature review)

Facilitation
Clinical Presentation Curriculum I & Clinical Presentation Curriculum II

Mentoring/Doctoral Committees
Ohio University College of Osteopathic Medicine mentoring program, 2000-2003
Research and Scholarly Affairs Fellows, 2000-
Advisor, International Medicine Club, 2004-2005
Advisor, Amy Zidron, Biological Sciences, Ohio University, 2005-2009
Advisor, Timothy Kermode, Biological Sciences, Ohio University, 2003-2005
Doctoral Dissertation Committee, Kimberly Hill, Psychology, Ohio University, 2002
Doctoral Dissertation Committee, Sharon Williams, Anthropology, Ohio State University, 2002 - 2003
Doctoral Dissertation Committee, Michael Keil, Psychology, Ohio University, 2003-2004
Doctoral Dissertation Committee, Chuck Hart, Biological Sciences, Ohio University, 2004-2010
Doctoral Dissertation Committee, Brad Spickard, Psychology, Ohio University, 2008-2011
Master’s Thesis Committee, Jaja Yogo, International Development Studies, 2005-2008 Ohio
Research Intern, University College of Osteopathic Medicine, Aalyia Saddrudin, 2011-2013
Doctoral Dissertation Committee, Psychology, Sarah McGlone, 2012-
Doctoral Dissertation Committee, Psychology, Nora Bunford, 2013-
Advisor and Chair Doctoral Dissertation Committee, Biological Sciences, Anne Farbman, 2012-
Masters Committee, Toluwani Adekunle, 2014-2015

Professional Activities
Membership/service in professional societies
Association for Anthropology and Gerontology, President (2001-2003)
American Association of Anthropologists, Member
American Association of Physical Anthropologists, Member
Gerontological Society of America, Fellow
Ohio Association Gerontology and Education, Board Member (2008-2012)
Society for Applied Anthropology, Fellow
Society for Medical Anthropology, Member

Editorial
Guest Editor, Special Issue on Biological Anthropology of Aging, *Journal of Cross-Cultural Anthropology* 20(2)
Guest Editor, Special Issue on Biological Anthropology of Aging, *Collegium Antropologicum*, 2003

Manuscript Reviews
- *Dance and Stress Revisited* J Hanna. AltaMira Press.
- *American Journal of Human Biology*
- *Annals of Human Biology*
- *Global Public Health Journal*
- *Human Biology*
- *Preventive Medicine*
- *Psychoneuroendocrinology*
- *Journal of Biosocial Science*
- *Journal of Cross Cultural Gerontology*
- *Nutrition Journal*
- *Current Anthropology*
- *Stress*
- *Research on Aging*
- *Biological Psychology*
- *Journal of Biosocial Science*
- *Nutrition Journal*

*Grant Reviewer*
Alzheimer’s Association
National Science Foundation
Ohio University 1804 Grant program
University of Toledo, Interdisciplinary Research Initiation Awards Program

Service
Department
Search Committee, Lecturer Cleveland Campus, 2014
Search Committee Chair, Diabetes Social Medicine position, 2014-2015
Search Committee Chair, Chair of Social Medicine, 2014-2015
Search Committee, Chair, Grant writer, 2012
Social Medicine Promotion and Tenure Committee, 2011-2012
Search Committee, Epidemiology position, 2005
Section of Preventive Medicine & Public Health, 2002-
Search Committee, Preventive Medicine/Public Health Position, 2001

College
Executive Committee, 2013-
Advance Studies Advisory Committee, 2013-
Dean Search Committee, 2011-2012
Advisor AMSA and IFMSA, 2010-
Center for Multicultural Medical Education, 2009-
Search Committee, College Biostatistician, 2007
Search Committee, CORE director, 2007
Global Health Committee (International Programs Advisory Committee), Chair, 2004-2012
Search Committee, Geriatrics, 2004, 2010-2011
Tropical Disease Institute, 2003-
Research and Scholarly Affairs Committee, Chair, 2003-2007, member, 2009-2013
Chair, Geriatrics Block Team 2003-2004
CPC Steering Committee, 2003-2004
Somatic Dysfunction Research Institute Review Committee, 2003
OMNI Institute Review Committee, 2008
Program Evaluation and Curriculum Development Committee, 2002-2003
Elections and Nominations, 2001-2005
Curriculum Advisory Committee, 2001-2003
Search Committee, Geriatrics, 2000-
Geriatrics Block Team, 2000-
Dermatology Block Team, Summer 2000-Winter 2001

Health Sciences Center
Ohio University Institutes Committee, 2013-
Global Health Task Force, Chair, 2012-
Global Health Curriculum Committee, 2012-
Global Health Study Abroad Committee, 2012-
Global Health Research Committee, 2013-
University
Public Health Task Force, 2014-
Aging and Wellness Collaborative, 2014-
Study Abroad Graduate Travel Award Review Committee, 2012-
Fulbright Review Committee, 2013-
Study Abroad Risk Assessment Committee, 2012-
Botswana Relations Task Force, chair, 2013-
Search Committee, Vice Provost for Global Affairs, 2013
Global Strategic Planning Committee, 2013
Guyana Relations Task Force, 2012-
Global Health Interest Group, 2011-2012
UIC Linkages Committee, 2011-
Dean’s evaluation committee, 2011, 2014
International Travel Fund Committee, 2005-
Study Abroad Committee, 2008-2010, 2014- (Chair)
University Task Force for International Programs, 2004-2005
Curriculum Committee, MPH program, 2004-
University International Council, 2004-
Gerontology Advisory Committee, 2002-2004
Judge, Ohio University Scientific Fair, 2004-
Linkages Committee, UIC, 2011-

Professional Associations
Human Biology Association, Public Relations Committee, 2000-2003
Human Biology Association, Secretary/Treasurer, 2004-2008
Human Biology Association, Nominations and Elections, 2012-2016 (Chair 2014-2016)

Community
Ohio University Child Development Center Parent Advisory Board, President 2011-2013
Judge, Southeastern Ohio Science Fair, 2004
President, Kenyan Children’s Fund, 2002-2009
Washington University Alumni and Parents Admissions
Appendix 14
OU Faculty Involved with Global Health Initiative

GEOFFREY D. DABELKO, Ph.D.
Professor and Director of Environmental Studies
Voinovich School of Leadership and Public Affairs, Ohio University
The Ridges, Bldg 22
Athens, OH 45701-2979
USA
Tel. +1 (740) 593-2117; Fax +1 (740) 593-4398
Email dabelkog@ohio.edu
Twitter @geoffdabelko

EDUCATION:
Duke University. Political Science, AB cum laude (May 1990)

POSITIONS:
08/2012 – present  Professor and Director, Environmental Studies, Voinovich School of Leadership and Public Affairs, Ohio University, Athens, OH.
08/2012 – present  Senior Advisor, Global Sustainability and Resilience Program, Woodrow Wilson International Center for Scholars. Washington, DC.
Fall 2005 - present  Adjunct Professor, International Policy Studies, Middlebury Institute of International Studies at Monterey. Monterey, CA.
07/05-05/2008 & 02/2010—08/2012 Coordinator, Global Health Initiative, Woodrow Wilson International Center for Scholars. Washington, DC.
Spring, 1999 Lecturer, Science, Technology, and International Affairs, School of Foreign Service, Georgetown University. Washington, DC
04/1997- 06/1997  Visiting Researcher, International Peace Research Institute, Oslo (PRIO). Oslo, Norway
09/1997  Dissertation Fellow, Institute for the Study of World Politics. Washington, DC
06-11/1990 Editor, Foreign Policy, Carnegie Endowment for International Peace. Washington, DC

Selected Projects Managed:
Project Leader, Resources for Peace Project. Cooperative Agreement with the U.S. Agency for International Development (2010-2013)


Project Leader, Environment, Conflict, and Cooperation Initiative, Grant from the UN Environment Program (2000-2002)

Teaching:
Global Environmental Politics
Climate Change
Environmental Leadership
Environment, Peacebuilding, and Security
Global Sustainability
Environment and Society
Education Abroad: Balkans Transboundary Conservation and Environmental Peacebuilding

PUBLICATIONS:
Books:


Selected Articles, Reports and Chapters:


*Nature* 498 (171).


**ADVISORY BOARDS:**
- Board of Experts, Environment and Conflict Prevention Initiative, United Nations Environment Programme, Division of Early Warning and Assessment (2003-2007)
- Editorial Board Member, *Global Environmental Change* (2007-present)
- Contributing Editor, *Environment* (2009-present)
- Co-Vice Chair, Scientific Committee, International Human Dimensions Programme on Global Environmental Change (2005-2010)
- Member, Users Working Group, Socioeconomic Data and Applications Center, Center for International Earth Science Information Network (CIESIN), Columbia University (2008-2012)
- Member, Advisory Group, Global Strategy Institute, Center for Strategic and International Studies (2008-2009)
- Board Member, Wilton Park USA Foundation (December 2007–2012)
- Board of Advisors, Circle of Blue (2005-present)
- Board of Experts, Center for Non-Traditional Security, University of California, Irvine (2003-present)
- International Advisory Board, Pell Center for International Relations and Public Policy, Salve Regina University (2006-2010)
- Advisory Board, Journey to Planet Earth Initiative Television Series, Screenscope Inc. (2003-present)
- Term Member Advisory Council, Council on Foreign Relations (2002-2005)

**PROFESSIONAL ACTIVITIES:**
- Lead Author, Intergovernmental Panel on Climate Change, 5th Assessment, Working Group II Chapter 12 “Human Security” (2010-2014)
- Facilitator, Energy and Climate Change, Clinton Global Initiative Annual Meeting, (September 2008)
- Fellow, Next Generation Project, American Assembly (2008)
- Term Member, Council on Foreign Relations (2000-2005)
- Associate, Global Environmental Change and Human Security Project (2005-2010)
- Participant, IBM Global Innovation Outlook, Deep Dive on Water and Oceans (November 2008)
- Convener and Facilitator of Policy consultations for the William J. Clinton Foundation, UN Foundation, John D. and Catherine T. MacArthur Foundation, Department of Homeland Security
SELECTED LECTURES, BRIEFINGS, AND TESTIMONY DELIVERED:

SELECTED MEDIA INTERVIEWS:
Lorna Jean Edmonds, PhD  
Ohio University  
Center for International Studies, Office of Global Opportunities  
Athens, Ohio  
edmonds@ohio.edu  
Mobile: 1-740-517-0474

**EXPERTISE** Twenty years of leadership in higher education and private-public sector partnerships in education, research, internationalization, advancement and government relations; trend analysis; data analytics, strategy development, team building and administration. Active writer and speaker on internationalization of higher education, global affairs, international development, space governance and world trends. Educator and scholar in global health, community based rehabilitation, gender and international development.

Collaborated with partners and visited over 60 countries in Africa, Asia, the Americas, and Europe including established, emerging, and developing countries, communities in conflict and post-conflict/emergency reconstruction and refugee camps.

**Education**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>PhD</td>
<td>2002 University of East Anglia</td>
<td>School of Development Studies</td>
</tr>
<tr>
<td>MA</td>
<td>1985 University of Ottawa</td>
<td>Master of Health Administration</td>
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<tr>
<td>BA</td>
<td>1982 Queen’s University</td>
<td>Life Sciences</td>
</tr>
</tbody>
</table>

**Professional Positions**

2013 to present  
Ohio University, Vice Provost for Global Affairs and International Studies  
Leading strategy development and directing the Center for International Studies, Office of Global Opportunities, Global Leadership Center, Global Services Program, International Student and Faculty Services, Office of Global Affairs.  
Professor, College of Health Sciences and Professions  
HLTH 3521 Global Health Research and Service: Grant Writing Blended Online course

2012 to 2013  
Université d’Ottawa/Executive Advisor, Planning & Development, University of Ottawa Office of the Vice President, Research  
Conducting a major assessment of the university’s strategic research plan capacity, distinctiveness, excellence and impact for education, research and outreach globally.

2012  
University of Western Ontario Executive Director, International Relations, Office of Research and International Relations and Office of External Relations Development of integrated strategic international strategy for research and advancement.

2007 to 2011  
University of Toronto Assistant Vice President, International Relations Office of University Relations  
Advanced the international agenda to increase global presence in Asia, Brazil and Europe while mainstreaming internationalization across the university’s 3 campuses.

2004 to 2007  
Queen’s University Director, Office of Research Services
Directed the administrative team supporting a major portfolio of over $150 million in research while expanding academic and research activities nationally and internationally

1992 to 2005
Queen’s University Director, International Centre for the Advancement of Community Based Rehabilitation (ICACBR) (progressive leadership roles)
Co-led the growth of ICACBR into a major international multi-million dollar capacity building/research centre in Asia, Canada, Europe, Central America and Africa while reforming the national rehabilitation system in Bosnia-Herzegovina.

1993 to 2011
Queen’s University Assistant Professor, School of Rehabilitation Therapy, Faculty of Health Sciences 1995 to 2011
Coordinator, undergraduate and graduate programs in rehabilitation management and community based rehabilitation and lectured extensively.

1991 to 1993
LJE Healthcare Consulting President and Consultant in Health Care, Governance and Information Management

1988 to 1991
Kingston General Hospital, Executive Assistant

1986 to 1988
Kingston Psychiatric Hospital, Director of Strategic Planning and Ancillary Services
Government of Ontario, Ministry of Health, Management Intern

Highlights of Academic and Professional Contributions

2015
Present Member, University Council, Queen’s University, Kingston, Ontario, Canada International Space Development Conference, Chair Plenary session Day 1 on Global Issues, Chair of Workshop on Space Governance and Panelist on Day 3 Plenary Session on Women in Space
HLTH 403 Global Perspectives in Community Based Rehabilitation, Faculty of Kinesiology, Queen’s University Herstmonceux Castle (Summer 2015)
HSP 3521 Global Health Research and Service: Grant writing, College of Health Sciences and Professions, Ohio University, Blended on-line course, Spring term 2015

2014
INCLUFT Conference on Higher Education, Keynote Speaker, UiTM, Malaysia, December Plenary presentation on the Century of Universalization, Manfred Lachs Conference on Global Space Governance, McGill University, May 29

2013
Present Member, Advisory Panel of International SunSat Design Competition

2013
Present Chair, Strategic International Management Team, Ohio University

2012-2013
Member, Review Committee, Student Challenge, Hong Kong Polytechnic

2012-2015
Advisor, Koffler Foundation Aboriginal industry and university/college collaborative programs

2012
Western Ivey School of Business Health-Innovator in Residence Centre for Health Innovation, Western University

2012-Present
Chair, Sponsorship Committee and Member, Venue Committee to plan Masters of Health Administration 50th Anniversary Gala and reunion events

2012-Present
Advisor, Illuminate Consulting Group on internationalization of higher education
2010-2011 Expert Panel on Canada’s Strategic Role in Global Health, Canadian Academy of Health Sciences and the Council of Canadian Academies
2010-2011 Member of Review Panel, University of Western Ontario Humanitarian Award
2009-2012 Co-Chair, Cross-Provincial Aboriginal Communities Internship Project
2009-2011 Council of Ontario, International Higher Education Strategy Working Group that led to the establishment of the Ontario International Trillium Scholarships for PhD Students (valued at over $200 million)
2009-2011 India and Brazil ILO Advisory Group, Association of Universities and Colleges (AUCC)
2007-2011 Organized Annual Global Health Women’s Networking Event, University of Toronto
2009 Canadian Bureau for International Health (CBIE) Conference Planning Committee
2009 Canadian Society for International Health (CSIH) Program Committee
2007-2011 Chair, Canada – US Transborder Research University Network (TRUN)
2009-2011 Coordinated Globalink Internships of IIT Students, India to the University of Toronto
2007-2011 Established and coordinated Oxford University-Victoria University of the University of Toronto Research Internships
2007-2011 Chair, Canadian Coalition of Global Health Research
2007-2008 Member, NSERC Strategic Review Panel on Safety and Security
2007 Queen’s University representative on the Premier of Ontario’s mission to India
2006-2007 AUC strategic planning meetings on internationalization
2006-2007 Member, NSERC International Advisory Committee
2006-2007 AUC CIDA Tier I Partnership Program Review Committee
2005-2007 Coordinator of the establishment of the Global Public Health Research Institute and Graduate Program, Queen’s University
2005-2006 Review Committee, University of Ontario Institute of Technology Canada Research Chairs
2005 -2006 Organizing Committee for conference “Can Disasters Really be Managed: Lessons of the Recent Past”, May 2006, Kingston, Ontario, Queen’s Centre for Democracy Studies, Centre for Intergovernmental Relations and Institute for Population and Public Health
2005-2011 Board Member, H’art Studio, Hart School of Smiles, Kingston
2004-2012 Led/coordinated over 10 outgoing University President, Senior Administration and Faculty missions to Brazil, China and Hong Kong, India, Germany, Latvia, Russia, Singapore, Slovakia and Sri Lanka
2004-2011 Coordinated over 150 incoming delegations at Queen’s University, University of Toronto and Western University
2004-2007 Canadian Association of University Research Administrators
2004-2007 Administrative leader on the establishment of the Public Health Research Institute and Graduate Program, Queen’s University
2001-2004 Establishment of Masters in Rehabilitation Science and Management, Medical Stradina University, Latvia
2001-2004 Establishment of Undergraduate Physical Therapy School, University of Prishtina, Kosova
1997- 2000 Founding Director, International Rehabilitation and Resettlement, United Kingdom
1996-2004 Organized over 100 conferences, workshops and outreach events in Canada and
Internationally (over 20 countries) on Community Based Rehabilitation

2002-2003 Consultant for Asian Development Bank Disability and Rehabilitation

1999 CIDA Disability Consultant for Kosova Refugees in Albania and Macedonia

1997-1998 World Health Organization (Geneva) Advisor on Disability and Community Based Rehabilitation and Member of Rehabilitation Advisory Committee

1996-2004 Establishment of National Community Based Rehabilitation System in Bosnia-Herzegovina in collaboration with the World Bank and Governments of Canada and Japan and the WHO serving over 40,000 people annually

1996 Negotiated $30 million World Bank War Victims Rehabilitation Project Fund in collaboration with the Ministry of Health, Federation of Bosnia-Herzegovina to be allocated to Community Based Rehabilitation network

Negotiated matching funds from the Government of Japan and Government of Canada in the order of $15 million between 1996 and 2000
**Mario J. Grijalva**  
Director, Tropical Disease Institute  
Professor. Biomedical Sciences Department  
Ohio University  
Heritage College of Osteopathic Medicine  
Irvine 333  
740-593-2192  
grijalava@ohio.edu

Pontifical Catholic University of Ecuador  
B.S.  
1991  
Biology

Ohio University, Athens, OH  
Ph.D.  
1997  
Molecular Biology/Parasitology

Centers for Disease Control and Prevention, Atlanta, GA  
Postdoctoral  
1999  
Molecular Biology/Parasitology

### A. Personal Statement

I initiated a formal collaboration with Catholic University of Ecuador (PUCE) soon after joining Ohio University (OU) as a Faculty member in 1999, with the creation of the Center for Infectious Disease Research in Quito (CIDR). The fact that I serve as Director of CIDR, via a Visiting Faculty appointment at PUCE, and as Director of the Tropical Disease Institute at OU has facilitated the development of a fully integrated and cooperative tropical disease research enterprise at both institutions. Since its beginnings, CIDR has expanded significantly in infrastructure, equipment and trained full time staff. I have assembled in Ecuador a group of seven PhD level investigators, one MPH, 10 full time technicians, a data manager, a projects coordinator, an administrative assistant and many trainees that work year round in the planning and implementation of multidisciplinary research, training and service activities. In addition, in 2002 I initiated the External Performance Evaluation program, which to date monitors and evaluates all the serological screening conducted by the blood banks in the country. This program is directly responsible for the improvement and re-structuring of the country’s blood supply system. Using continuous internal and external funding (including NIH, WHO/TDR, EU and other sources) I have implemented multiple research projects, mainly related to Chagas disease. The results of my research, combined with my advocacy efforts led to the initiation of the Ecuadorian National Chagas Disease Control Program in 2005. I am a member of several international research networks that involve prominent researchers from most countries in Latin America and Europe, and USA. These collaborations, combined with the expertise of my research group will make it possible to accomplish the aims of this highly innovative project presented to NIH.

I have served as research advisor of 11 undergraduate, 8 Masters and 7 PhD students both at OU and PUCE. In addition, I have served as research mentor for 34 medical students from OU. As indicated below, the involvement of student trainees is an integral part of my research program as evidenced by their co-authorship in peer-reviewed publications. Since 2001, I have also supervised the participation of approximately 350 undergraduate, graduate and medical students from OU and other universities in the US, Australia and Europe in the “Community-based Tropical Disease Research Program in Ecuador” which I direct (www.ohio.edu/tdi). Within this education abroad program, students receive training and participate as research assistants in rural areas in Ecuador. While conducting field and lab research in Ecuador, students work side by side and interact with faculty and staff from OU and PUCE, and with
personnel from the Ecuadorian Ministry of Health and other organizations that collaborate in the multidisciplinary research projects. I am committed to continuing student training and plan to keep on taking advantage of the supportive environment provided by OU and PUCE for student research activities.

B. Positions

Positions and Employment

1997-1999 Post-Doctoral Fellow (American Society for Microbiology). Centers for Disease Control and Prevention, National Centers for Infectious Diseases, Division ofParasitic Diseases, Immunology Branch. Atlanta, GA.

1999-2005 Assistant Professor Biomedical Sciences Department, HCOM, Ohio University

2001- Present Director Center for Infectious Disease Research and Visiting Professor, School of Biological Sciences, Catholic University, Quito, Ecuador.

2005-2012 Tenured Associate Professor Biomedical Sciences Department, HCOM, Ohio University

2006-Present Director of the Tropical Disease Institute, Ohio University, Athens, OH

2012-Present Professor Biomedical Sciences Department, HCOM, Ohio University

C. Contribution to Science

1. My research career has been directed to study the different aspects of Chagas disease in Ecuador where this disease was not previously considered as prevalent. Among the publications, we addressed not only the presence of people infected but also the close association of this disease with low socio-economic conditions. In this regard, our projects were directed to have preliminary data on the seroprevalence in blood banks and open population as well as to determine the risk factors in geographic areas that present the ecological characteristics for the disease to be prevalent. We found that the seroprevalence of Chagas was much higher that what was reported by the Ministry of Public Health and we determined active transmission of the disease. I served as PI in all this projects


2. The application of control strategies to prevent transmission in one of the main cornerstones in my research. The study of the biology of the vectors (triatomines) that transmit the disease is key for the evaluations and improvement of control strategies. Extensive research has been carried out to unveil the diversity and dynamics of triatomines populations and its direct effect in the invasion of human dwellings. Our findings has led to generate a good understanding of the vector species distribution in endemic areas in Ecuador. I served as PI in all this research projects.


3. The diagnosis and early detection of Chagas disease has been poorly explored. However, important efforts with researchers in the region have greatly contributed to the improvement of policies. During these projects I have participated as co-investigator.


4. My research has also been related to analyze the diversity and dynamics of the parasite populations and its implications on the transmission onset of the transmission dynamics of the disease. This research has been part of a broader multi-site project that involved 15 research groups. Our findings demonstrate not only the presence of different populations of *T. cruzi* but also challenged the clonal reproduction of this parasite. I served as the PI of this research.


D. Research Support

Ongoing Research Support:

R15 NIH 1R15AI105749-01A1 Grijalva (PI) 2014-2016
Landscape genetics guide NTD interventions: Chagas disease in Ecuador and Peru
Spatial analyses of abiotic and biotic variables can serve to accurately predict the emergence, occurrence and spread of disease. This project aims to evaluate the interconnectivity of different vector and parasite populations and to predict potential dispersal routes or barriers to gene flow by a landscape genetics approach. *Role: Co-investigator*

D43 Fogarty-NIH (TW008261) Grijalva (PI) 2010-2015
The overall objective of this proposal is to obtain biological and clinical information that will improve current Chagas disease control efforts in Ecuador, while implementing a sound and sustainable training program in infectious disease research. *Role: Co-investigator*

Institute pour le Recherché et Development (IRD) Grijalva (PI) 2012-2015
Molecular epidemiology and Experimental evolution of *Trypanosoma cruzi*, focused on Ecuadorian strains
The project aims are analyzing the epidemiology and transmission of Chagas in Ecuador under two approaches (i) molecular epidemiology (strain typing) and evolution of Ecuadorian strains of *T. cruzi* and (ii) Experimental evolution of Ecuadorian *T. cruzi* strains. *Role: Co-investigator*

Koneker Fund, Ohio University (Grijalva, MJ) 2014-1016
OU Center for Infectious and chronic disease research in Ecuador: Transformative Research and Training.
The goals are to strengthen and expand multidisciplinary international opportunities for Ohio University students and faculty and maximize the benefits of a well-established and productive partnership with PUCE. *Role: Co-investigator*
Zelalem Haile  
Assistant Professor of Epidemiology  
Ohio University

Summary of Qualifications and Experience

Currently I am an assistant professor of Epidemiology in the Department of Social Medicine. Prior to my current position, I worked as a coordinator for African Health Initiative in the Center for International Studies at Ohio University. I have a Ph.D. in Epidemiology, an MPH and MA in Anthropology. In addition to working as a lecturer in Anthropology at University of Asmara between 2002 and 2006, I have participated in a number of public health projects with the Eritrean Social Marketing Group focusing on condom use and HIV/AIDS education and prevention among commercial sex workers. Broadly, my research interest is in the epidemiology of maternal and child health, HIV/AIDS and health services utilization.

Education

Ph.D., Epidemiology, West Virginia University, USA, 2014.  
MPH, Public Health, Ohio University, USA, 2009.  

Employment History and Professional Experience

Assistant Professor of Epidemiology, Ohio University Heritage College of Osteopathic Medicine, Dublin, OH  
07/2014 – current

Offer lectures to medical students in epidemiology and other related topics, conduct research and publish articles in peer-reviewed publications, write and submit grants to secure external funding and provide methodological and statistical assistance to colleagues. I also facilitate medical student discussion groups and conduct problem sets and serve on departmental, college, and university committees.

Coordinator for African Health Initiative, Ohio University, Athens, OH  
August 2009 – 2011

Assisted program director in the development of grant proposal on maternal and child health, developed evaluation plans for different grant proposals, organized the 2010 African Health Summit, designed and implemented online survey instruments for evaluation purposes and conducted evaluation of services and activities in the African Studies program.

Instructor, Ohio University Department of Social and Public Health, Athens, USA  
August 2009 – 2011

Taught undergraduate level courses that includes Introduction to Health, Community Health Epidemiology, Problems in Health Care Organizations and Medical Terminology.
Certifications and Training

African Community Health Certificate, Ohio University, USA

August 2009

- Gained training on socio-behavioral, political, educational, biomedical, environmental and public health dimensions to tackling the community health issues in African countries and developing creative, programmatic, effective understanding and management of African contemporary health care environments and services.

Computer Skills

- Experienced statistical programmer in (SAS, SPSS, MLwiN, Epi Info)
- Proficient in analysis of large complex survey data
- Proficient in Microsoft Office and Adobe

Other Languages

Tigrinya (Fluent), Amharic (Fluent)

Relevant Publications

Brooke Hallowell
Curriculum Vitae Highlighting Health-Related International Achievements

W237 Grover Center, Ohio University, Athens, OH 45701
Telephone: 740-593-1356
E-mail: hallowel@ohio.edu
Skype: brookehallowell

Education
• Ph.D., Speech-Language Pathology and Audiology, Neuropathologies of Language and Speech. The University of Iowa, Iowa City, IA. 1991
• M.S., Speech-Language Pathology and Audiology. Lamar University, Beaumont, TX. 1986

Recent and Current Professional Experience
• Executive director, Ohio University Collaborative on Aging, 2014-present.
• Professor of Neurogenic Communication Disorders, Communication Sciences and Disorders, 2010-present (Associate Professor 1999-2009, Assistant Professor 1995-1999). Coordinator of Ph.D. Programs, Communication Sciences and Disorders, School of Rehabilitation and Communication Sciences, College of Health Sciences and Professions, Ohio University, Athens, OH. 2011-present
• Ohio University Affiliated Faculty Appointments:
  • Professor of Translational Biomedical Sciences Ph.D. Program, 2013-present.
  • Professor of International Development Studies, Center for International Studies, 2013-present.
  • Professor of Southeast Asian Studies, Center for International Studies, 2009-present.
  • Professor of Biomedical Engineering, College of Engineering, 2007-present.
  • Professor of Family Medicine, College of Medicine, 1995-present.
• Co-Director, Global Health Initiative, Ohio University Academic Health Center, Athens, OH. 2012-2013.

CONTRIBUTIONS TO TRANSNATIONAL RESEARCH AND EDUCATION
• Member, American Speech-Language-Hearing Association (ASHA) International Issues Board, 2015-present.
• Chair, ASHA-Pan American Health Organization subcommittee on CSD program development in Honduras, 2015-present.
• Advisor/Collaborator, Speech Therapy Cambodia, 2015-present.
• Vice president, China Consortium on Communication Health, 2014-present
• Visiting Professor, Colleges of Medicine and Health Sciences, Universiti Kabangsaan, Malaysia, Kuala Lumpur, Malaysia, 2013-present
• Aphasia United. Founding Advisory Board Member, 2013-present
• National Aphasia Association Multicultural Task Force, 2012-present
• Consultant, CSD, College of Health Sciences and Professions Universidad Nacional
• Autonoma de Honduras, Tegucigalpa, Honduras: assistance with development of the first-ever CSD program in Honduras, and national advocacy for the CSD professions through the Ministry of Health. 2012-present
• Editorial Board Member, CoDAS, Journal of the Sociedade Brasileira de Fonoaudiologia, 2012-present
• Consultant, CSD program development; also facilitated development of the first communication sciences and disorders (CSD) library in China through gifts from Plural Publishing, Inc. and Ohio University. Jinan University, Guangzhou, China 2014-present
• Founding coordinator, Ohio University-Gopikabai Sitaram Gawande College Partnership and related support programs (partnership in an impoverished and underserved area of rural Maharashtra, India) 2011-present
• Liaison to the International Association of Logopedics and Phoniatrics, CAPCSD, 2011-present
• Member, ASHA Global Issues in Communication Sciences and Related Disorders Special Interest Group, 2011-present
• Chair, Global Engagement Committee, Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), 2010-present
• Editorial Board Member, Journal of Humanities Therapy (based in Korea), 2009-present
• Adjunct Professor, Speech-Language Pathology and Audiology, Hallym University, Chuncheon, South Korea, 2009-present
• Member, Asia Pacific Education Collaboration in Speech Language Pathology, 2011-present
• Co-host of CSD certificate programs offered every two years at Ohio University for groups of about 20 students and professors from CSD programs in South Korea, 2006-2010
• Vice President, Stroke and Aphasia Society of India, 1998-present
• Editorial Board Member, Aphasiology: An International, Interdisciplinary Journal. 2005-present; Reviewer, 1999-present
• President, President Elect, President, and Past President, CAPCSD; special presidential initiative in enhancing the Council’s global engagement in higher education, 2009-2011
• Advisor, Korean Association for Speech-Language Pathology: consultation on certification, scope of practice, portability or credentials, and ASHA’s Mutual Recognition Agreement, 2010-2014
• Chair, Organizing Committee for the Global Summit on Higher Education in Communication Sciences and Disorders, Council of Academic Programs in Communication Sciences and Disorders, 2010-2012
• Quality Assessment Reviewer for Communication Disorders, Israeli Council for Higher Education, 2010-2012
• Advisory Board, International Conference on Philosophical Practice, Chuncheon, Korea. 2011-2012
• Mentor and Visiting Scholar, Department of Psychology, University of Social Sciences and Humanities and National University of Education, Ho Chi Minh City, Vietnam: Advising and providing of workshops on development of clinical speech-language pathology programs in Vietnam; mentorship of future CSD program leaders in Vietnam, 2010
• Visiting Scholar, Royal University of Phnom Penh, Cambodia, 2010
• Ohio University Fulbright Award Committee, International Studies, 2002, 2005
• Extensive service as reviewer and editor for many international research journals, 1995-present
INTERNATIONAL HEALTH-RELATED RESEARCH CONTRIBUTIONS

Extramural funding awarded includes $6,504,700 in grants and contracts, plus many fellowships for visiting international scholars supported by Hallowell (e.g., Fulbright, Malaysian Ministry of Higher Education, Nanjing University (China), Universiti Kabansaan Malaysia), and several non-US university travel funding awards for international collaboration and research.

- A grant from the Commonwealth Research Commercialization Fund awarded (Hallowell, Principal Investigator) supported data collection with Mandarin-speaking stroke survivors who have aphasia and a control group of adults without neurological disorders in Beijing, China.
- Principal Investigator, collaborative research program on comprehension assessment in aphasia with the National Institute of Mental Health and Neuro Sciences in Bangalore, India; addressing problems of comprehension assessment in multilingual stroke and brain injury survivors, 2009-present
- Principal Investigator, the Aging, Disability and Access to Care in Asia (ADACA) Project, a transnational research and public education project to advance understanding of cultural contexts and infrastructure that influence access to rehabilitation services for elders in Asia; Underway in Malaysia and India; collaborators engaged and in training and literature review stages in Thailand, China, Vietnam, Cambodia, Sri Lanka, and South Korea. Current funding from the Universiti Kabangsaan Malaysia. 2012-present
- Principal Investigator, clinical partnership with the Center of Speech Pathology and Neurorehabilitation, Moscow, Russia (with current pending grant proposal pending through the U.S. Department of State) 2006-present

Intramural funding awarded includes over $9,000,000 in research and program development funding.

International and US patents on technologies for people with neurogenic communication disorders include inventions in “Eye-Tracking methods for language and cognitive processing assessment and research”.

Publications include two books now under contract, 14 co-edited books entitled Annual Review of Engineering Design Projects to Aid Persons with Disabilities (published from 1999 to 2010) through the National Science Foundation, an additional co-authored book, over 80 refereed articles and book chapters, several invited publications, and two published DVD sets. Most of these publications include work of global relevance. A sample of publications specifically highlighting international content are listed below (* = invited). 4 Updated May 2015


**Professional Presentations** include over 120 peer-reviewed and invited papers and workshops over the past 10 years. Many of these are scientific papers offered at conferences and workshops outside the U.S.. An invited session on strategies for success in transnational research for the ASHA 2015 national convention (with Prof. Stephanie Stokes from the University of Canterbury, New Zealand) has been designated by the convention co-chairs as a Trailblazer Session, to be highlighted as a featured workshop for the convention. Other examples include:

- *Hallowell, B. (2014, March). Global perspectives on aging, disability, and access to care in the developing world. Distinguished Speaker for Lynda Campbell Memorial Lecture, St. Louis University, Saint Louis, MO.
- *Hallowell, B. (2014, March). Building academic and clinical programs in underserved regions. Distinguished Speaker for Lynda Campbell Memorial Lecture, St. Louis University, Saint Louis, MO.

• *Hallowell, B. (invited for 2013, November). Boosting self-empowerment for research career development, Part I. Teaching Staff Development Workshop, University Kabangsaan, Kuala Lumpur, Malaysia.


• *The following, presented at the Global Summit on Higher Education in Communication Sciences and Disorders. Newport Beach, CA in April 2012:

  • Hallowell, B. Welcome to the Global Summit: Our shared commitment to information sharing, collaboration, ethics, and networking.
  • Hallowell, B. First do no harm: Asking tough ethical questions of students and faculty members engaged in global outreach, education, and research.
  • Anjum, J., Kumar, V., & Hallowell, B. (2010, May). Research and clinical interactions with people from India with aphasia: A Primer for North Americans. Clinical Aphasiology Conference. Isle of Palms, SC.

Recent examples of additional international workshops provided include:

• Writing for international publication. Faculty of Health Sciences, Universiti Kabangsaan Malaysia, Kuala Lumpur, Malaysia. February, 2013

• Global perspectives on grant writing and career development. Faculty of Health Sciences, Universiti Kabangsaan Malaysia, Kuala Lumpur, Malaysia. February, 2013

• Interdisciplinary grant writing on aging. Faculty of Medicine, Universiti Kabangsaan Malaysia, Kuala Lumpur, Malaysia. February, 2013

• Inaugural address, Opening of the Center for International Collaborations and the Center for Research: Strategies for developing international research collaborations. Amravati University, Amravati, India. September, 2012
• US-India collaborations in research and education. University of Hyderabad, Hyderabad, India. September, 2012
• Clinical problem solving and diagnostic challenges in the rehabilitation of neurogenic communication disorders.
• Manipal University/Kasturba Medical College, Mangalore, India, September 2012
• Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai, India, September 2012
• Acquired neurogenic communication disorders in adults.
• Vietnam National University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam, December 2010
• Addressing confounding factors in the assessment of language abilities in individuals with neurological disorders.
• Annual Conference of the Indian Speech and Hearing Association. Bangalore, India, January 2010
• College of Medicine, Seoul National University, Seoul, Korea. September, 2009.
• International collaboration in research on aphasia and related disorders.
• University of Leipzig, Leipzig, Germany. 2013
• National Institute of Mental Health and Neurosciences, Bangalore, India. January, 2010
• Hallym University, Chuncheon, Korea. September, 2009
• International research career development. Capital Medical University, Beijing, China. September, 2009
• US-Malaysian collaborations in communication sciences and disorders and other health-related research.
• Universiti Kabangsaan Malaysia, Kuala Lumpur, Malaysia. December, 2010 and July, 2009
• Universiti Malaya, Kuala Lumpur, Malaysia. July, 2009
• Universiti Teknologi Mara, Shah Alam, Selangor, Malaysia. July, 2009
• US-Vietnamese collaborations in health-related research and faculty development. Vietnam National University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam. December, 2010
• The fantastic world of research and clinical practice in aphasiology. Hallym University, Chuncheon, Korea. September, 2009.
• Using eyetracking to improve assessment of individuals with neurological disorders. Jinan University, Guangzhou, China. December, 2008
• China-US collaboration in education and research in communication sciences and disorders. East China Normal University, Shanghai, China. December, 2008

Mentorship of international postdoctoral and doctoral scholars
Examples of recent mentoring to further careers in CSD leadership in their home countries:
• Dr. Arimi Fitri, 2015-present (from Universiti Kabangsaan, Kuala Lumpur, Malaysia, funded by the Malaysian government for one year at Ohio University), 2015-present
Dr. Kartini Ahmad (from Universiti Kabangsaan, Kuala Lumpur, Malaysia, funded by Fulbright for one year at Ohio University), 2011-2012

Dr. Gong Yan (from Nanjing University in Nanjing, China, funded by her university for three months at Ohio University), 2010

Dr. Anusha Ayyar (from the National Institute of Mental Health and Neuro Sciences in Bangalore, India, funded through the National Institutes of Health for three months at Ohio University), 2009

Visiting scholars expected in 2015-2016 include colleagues from China, Malaysia, Cambodia

PhD students mentored at Ohio University include several from India, China, Korea, Vietnam, and Malaysia

Awards to and positions of mentored students specifically related to international projects

- Council of Academic Program in Communication Sciences and Disorders (CAPCSD) Doctoral Student Leadership Award, PhD student, 2012
- Taraknath Das Foundation Award. Javad Anjum, PhD student, 2012
- American Speech-Language-Hearing Association International Issues Board Student Representative, PhD student, 2012-2013
- International Association of Logopedics and Phoniatrics Aphasia Committee (Sole Student Member), PhD student, 2012-2015
- Malaysian Ministry of Higher Education and Universiti Kabangsaan Malaysia (includes full tuition scholarship, travel, and living expenses for MA program at Ohio University), MA student, 2011-2012
- American Speech-Language-Hearing Association Minority Leadership Award, PhD student, 2011
- American Speech-Language-Hearing Foundation International Student Scholarship, PhD student, 2007
- Fulbright Fellowship, BS student, 2005
- Ohio University International Student and Faculty Services and International Student Union Award for Most Outstanding International Research. Javad Anjum, PhD student, 2012
- Ohio University PhD Student Leadership Award, PhD student, 2008

Awards related to global engagement

- Nominee, Asia Pacific Society for Speech, Language, and Hearing Outstanding Contribution Award, 2015
- Ohio University Outstanding Faculty Innovation Award, 2015
- Honors of the Council, Council of Academic Programs in Communication Sciences and Disorders, 2014
- Certificate of Recognition for Outstanding Contributions in International Achievement, American Speech-Language-Hearings Association, 2013
Dr. Howard has a PhD in sociology and African Studies from Michigan State University. Howard was director of the African Studies Program at Ohio for 25 years where he also founded the Institute for the African Child, one of whose pillars is the health of African children. One of the founding documents of the Institute is the paper he authored (2000), “Making Childhood Possible: Education and Health for Africa’s Children,” Institute for the African Child working papers series #1. During his leadership of the African Studies Program he also established the certificate program in African Community Health Services (housed in CHSP), and found the grant money for the School of Public Health to establish a faculty line in African health. Howard teaches courses on research methods for the study of Africa and other courses of an interdisciplinary nature concerning aspects of contemporary African life.
Caroline Kingori, Ph.D., MPH
Assistant Professor of Community Health Services
Department of Social and Public Health
kingori@ohio.edu

Education

Ph.D. 2012   Health Behavior   Indiana University
MPH 2008   Public Health   Morgan State University
BSc 2006   Psychology   Morgan State University

Positions and Employment

2013-Present  Program Coordinator, African Community Health Services, Certificate Program, Department of Social and Public Health, Ohio University USA
2012-Present  Assistant Professor, Ohio University – Department of Social and Public Health
2009-2012    Project Coordinator, Indiana University – Center for Sexual Health and Promotion
2009-2012    Associate Instructor, Indiana University – Department of Applied Health Science
2010-2010    Doctoral Research Assistant, Indiana University – Department of Applied Health Science
Summer 2009  Camp Director, Morgan State University – National Minority Male Health Project’s Youth Nutrition and Fitness Program
2008-2009    Program Coordinator/Lecturer, Morgan State University – Minority Mental Health Research Scholars Program
2008-2009    Project Coordinator, Baltimore City Health Department – Business/Labor Response to AIDS (BRTA/LRTA) Program
2006-2008    Research Assistant, Morgan State University – Office of Institutional Research; School of Community Health and Policy
2006-2006    Residential Counselor, Catholic Charities – Villa Maria Continuum
2005-2006    Trainee and Intern, Prevention Science Training Program, Morgan State University; Bloomberg School of Public Health, Johns Hopkins University

Other Experience and Professional Memberships

2013-Present  Editorial Board: Journal for HIV and Clinical Research
2013-Present  Reviewer: PLoS One; AIDS Patient Care and STDs
2011-2012    Member, Society for the Analysis of African American Public Health Issues
2008-2011    Member, Global Health Council
2007-Present  American Public Health Association

Honors

2008 Outstanding MPH Scholar Award for Academic Scholarship,
2006 The Roger K. Williams Award for Academic Excellence,
Selected publications


Seo, D.-C., Owens, D., Gassman, R., & Kingori, C. (2012). Effects of a 2.5-year campus-wide intervention to reduce college drinking. Health Education Journal, 0(0); 1–11

Research Support

Ongoing Research Support
Global Health Initiative Research and Scholarly Award (GHIRSA) (2013-2014)
Ohio University: $11,158
Co-investigator: Dr. Joe Bianco, Department of Social Medicine and Director of Global Health, Ohio University Heritage College of Osteopathic Medicine

Mentored Research Award (2013-2014)
Ohio University: $4000
Role and Responsibility: Mentee and PI of a Pilot Study to Examine Sexual Health and HIV/AIDS Knowledge among Somali Youth in Columbus Ohio
Mentor: Dr. Gillian Ice, Department of Social Medicine and Director of Global Health, Ohio University Heritage College of Osteopathic Medicine

Faculty Start-up funds (2012-2015)
Ohio University: 29,540
Role and responsibility: Conduct research, attend scientific conferences, prepare publications.

Completed Research Support
Indiana University: $4000
Cross-cultural adaptation of an existing HIV stigma instrument among people living with HIV/AIDS in Nairobi, Kenya.
Role and responsibility: Principal investigator
Grant-in-Aid for Research Grant (2011)
Indiana University: $750
Cross-cultural adaptation of an existing HIV stigma instrument among people living with HIV/AIDS in Nairobi, Kenya.
Role and responsibility: Principal investigator
HPER Grant-in-Aid for Travel Grant (2011)
Indiana University: $600
Society for the Analysis of Public Health Issues (SAAPHI) Scientific Symposium, Washington D.C.

Role and responsibility: Principal investigator and sole presenter at conference
Dr. Marape Marape  
BA (Med Scie), MB, BCh, BAO, MPH, PhD  
mmarape@gmail.com  

Educational Background

2009-2011: Doctor of Philosophy (PhD)-Epidemiology University of Texas Health Sciences Center at Houston, School of Public Health, Houston, Texas.  
1997-2002: Medical School-University of Dublin, Trinity College, Dublin, Republic of Ireland.  
1995-1997: Bachelor of Science, Part One (University of Botswana).

Registration & Professional Bodies Affiliation

1. Botswana Health Professions Council  
2. Botswana Medical Association  
3. Southern African HIV Clinicians Society  
4. International AIDS Society

Professional Experience

03/2015 to 06/2015: Pediatric HIV Consultant – Botswana-Harvard Partnership  
2015 to date: Director and Chairman - Board of Directors, Glamourstone P.T.Y, LTD  
2014 to date: Managing Director and Physician-in-Chief, Marape & Marape Family Medical and Public Health Clinic  
2014 to date: Visiting Professor, Ohio University College of Health Sciences and Professions  
2014 to date: Member of Board of Trustees, Health 1st Foundation  
2013 to date: Director and Chairman - Board of Directors – Vinmarp Security Company  
2011 to 2013: Assistant Professor, Pediatrics. Baylor International Pediatric AIDS Initiative, Pediatric Retrovirology, Baylor College of Medicine  
2011 to 2013: Associate Director for Research, Botswana-Baylor Children’s Clinical Center of Excellence  
2007-2011: Research Fellow, Baylor International Pediatric AIDS Initiative, Baylor College of Medicine, Houston, Texas.  
2005 to 2007: Chief Medical Officer, Botswana-Baylor Children’s Clinical Centre of Excellence, GABORONE, Botswana.  
2003 to 2005: Medical Officer, Department of Pediatrics-Princess Marina Referral Hospital, GABORONE, Botswana.  
2002 to 2003: Internship, Princess Marina Referral Hospital, GABORONE, Botswana

Leadership Positions, Committee Memberships & other Responsibilities

Director and Chairman – Board of Directors  
Glamourstone P.T.Y, LTD (2015 to date)  
Managing Director and Physician-in-Chief  
Marape & Marape Family Medical and Public Health Clinic (2014 to date)
**Director and Chairman – Board of Directors**
Vinmarp Security Company (2013 to date)

**Member of Board of Trustees**
Health 1st Foundation (2014 to date)

**Member - Board of Directors**
Bristow Grand P.T.Y. LTD (2010 to date)

**Associate Director for Research**

**Chairman, Research Committee**
Botswana-Baylor Children’s Clinical, Center of Excellence (2011 to 2013)

**Chairman, Institutional Review Board:**

**Chairman, Health Section**
Botswana Conference on Research Science and Technology (August, 2012)

**Reference Committee Member**
Botswana Science and Technology Research Fund – Botswana Ministry of Infrastructure Science and Technology

**Technical Working Group Member**

**Reference Committee Member**

**Technical Working Group Member**
HIV/TB Drug Resistance Strategic Planning Committee (July 2013 to date), Botswana Ministry of Health

**End-Point Committee Member**
A Randomized, Placebo-Controlled Study of Limited vs. Continuous Isoniazid Tuberculosis Preventive Therapy in HIV-Infected Persons in Botswana (2006-2010).

**Chief Medical Officer**

**Lead Trainer and National Trainer of Trainers**

**National Trainer of Trainers**

**National Trainer of Trainers**

**Lecturer, Pathophysiology**
University of Botswana’s School of Nursing’s Bachelor of Science and Master of Nursing Science Programs (2004-2005).

**Executive Committee Member**

**Executive Committee Member**
Botswana Medical and Dental Association (2002-2003).
Awards

April 2013: “African Children’s Hero Award”, Ohio University Center for African Studies, Ohio, USA.

August 2009: Aids International Research Training Program (AITRP) Fellowship Grant, Baylor College of Medicine, Houston, Texas, USA.

August 2009: Aids International Research Training Program (AITRP) Fellowship Grant, Baylor College of Medicine, Houston, Texas, USA.

June 1997: Scholarship Grant to Study Medicine in the Republic of Ireland, Ministry of Education, Botswana.

January 1995: Scholarship Grant to study for a Bachelor of Science (Part One) at the University of Botswana, Botswana Ministry of Education.

Research Interests

1. Pediatric Infectious Diseases
2. Pediatric HIV/AIDS
3. HIV and Non-Communicable Diseases Interaction
4. Global Health
5. Pediatric Tuberculosis Diagnosis, Treatment & Prevention
6. Pediatric Isoniazid TB Preventive Therapy (IPT)
7. New TB Diagnostics-efficacy and cost-effectiveness among children
8. Genetics of Pediatric and Adolescent Tuberculosis and HIV
9. TB/HIV Co-infection
10. Maternal and Child Health Issues
11. Malaria Prevention, Treatment and Research

Ongoing and Recently Completed Research

1. Principal Investigator and Lead Author: Predictors of HIV-1 Slow Progression among Vertically-infected African Children
2. Principal Investigator and Lead Author: A systematic Review and Meta-Analysis of the Risk of Resistant Tuberculosis following Primary IPT
3. Principal Investigator and Lead Author: Case-Control Study of Factors Associated with Virologic Failure in HIV-infected Children taking Highly Active Antiretroviral Therapy (HAART) in Botswana, a Developing African Country.
5. End-Points Committee Member: Randomized, Placebo-Controlled Study of Limited vs. Continuous Isoniazid Tuberculosis Preventive Therapy in HIV-Infected Persons in Botswana.
7. Co-Investigator: Contraceptive Awareness among Adolescent females who are HIV-positive.
8. Co-Investigator: Adherence to HAART among HIV Positive Adolescents: Botswana FY10 PHE

9. Co-Investigator: A prospective evaluation of clinical outcomes and determining baseline determinants of clinical outcomes of HAART in BIPAI Children's Centers of Excellence in Africa

10. Co-Investigator: Medical Audit of patients registered at the Botswana-Baylor Children’s Clinical Center of Excellence, Gaborone, Botswana

11. Co-Investigator: Botswana Vitamin D Supplementation Study in HIV/AIDS


Publications


Book Chapters


Published Abstracts


M. Marape, J.M. Risser, C.E. Ford, M.A. Tolle, G.M. Anabwani, M.W. Kline, E. L. Brown. Predictors of


EDUCATION

2003  Ph.D. in Anatomical Sciences, Stony Brook University (SUNY)
      School of Medicine, NY

   M.Phil. in Anatomical Sciences, Stony Brook University (SUNY), NY

1999  M.S. in Health Sciences, Stony Brook University (SUNY), NY

1992  B.S. in Anthropology, Michigan State University, East Lansing, MI

POSITIONS

Current Positions:

07/2013 – present  Professor of Anatomy and Neuroscience—Department of Biomedical Sciences, Ohio University Heritage College of Osteopathic Medicine (OUHCOM).

10/2006 – present  Member, Ohio Center for Ecology and Evolutionary Studies, Ohio University,

11/2003 – present  Research Associate, Section of Vertebrate Paleontology, Carnegie Museum of Natural History, Pittsburgh, PA.

09/2004 – present  Research Associate, Vertebrate Paleontology Division, Michigan State University Museum, East Lansing, MI.


Prior Positions:

07/2009 –06/2013  Associate Professor of Anatomy and Neuroscience—Department of Biomedical Sciences, OUHCOM

07/2003 – 06/2009  Assistant Professor of Anatomy and Neuroscience —Department of Biomedical Sciences, OUHCOM

01/2001 – 07/2003  Faculty Instructor—Medical Gross Anatomy, Neuroanatomy, & Embryology, Department of Biomedical Sciences, OUHCOM,

RESEARCH SUPPORT

Pending Research Support:

Current Research Support (2013 – present):

- **National Science Foundation (PI-O'Connor, co-PIs, N. Stevens, S. Hemming, T. L. Hieronymus, E. M. Roberts, W. C. Clyde).** EAR_1349825, “From dinosaurs to primates: 100 million year record of tectonics and vertebrate evolution in the western branch of the East African Rift System,” $309,516 ($238,158 through lead institution Ohio University). Active as of 03/01/2014—3 year duration.

- **National Science Foundation (PI-O'Connor, co-PIs K. Claeson, J. Sertich).** OPP_118473, “Collaborative Research: Late Cretaceous-Paleogene vertebrates from Antarctica: Implications for paleobiogeography, paleoenvironment, and extinction in polar Gondwana,” $98,324. Active as of 06/01/2012—4 year duration.


- **National Science Foundation (Co-PI O’Connor, PI N. Stevens, co-PIs E. Roberts).** BCS_1127164, “Paleoprimatology in sub-equatorial Africa: Views from the Oligocene Nsungwe Formation of Tanzania,” $197,793. Active as of 09/15/2011—4 year duration.

Completed Research Support (2009-2012):


• **OUCOM RSAC Research Award.** “Vertebrate Paleontology of the Malawi Rift Basin: Uniting the Middle Cretaceous of Tanzania and Malawi,” $7,840. Award period November 2009 – October 2010. Intramural Award.


**Research Support Prior to 2009:**

2008


2007

• **National Science Foundation (Co-PI O’Connor, PI S. Sampson, co-PIs E. Roberts, M. Loewen, K. Johnson).** EAR 0745454, “A new vertebrate fauna from the Late Cretaceous (Campanian) of Utah: Ecological and evolutionary implications,” $60,000. Two-year award.

2006

• **National Geographic Society (Co-PI O’Connor, PI N. Stevens).** Title of Project: *Paleontology in Southwestern Tanzania: A View from Both Sides of the K-T Boundary*—$19,340 (awarded 08/2006).

2005

• **LSB Leakey Foundation (Co-PI O’Connor, PI N. Stevens).** Title of Project: *Continuing Paleogene Paleontology in Southwestern Tanzania: Implications for Primate Evolution*—$10,000.

• **National Geographic Society. (Co-PI O’Connor, PI N. Stevens).** Title of Project: *Paleogene Paleontology in the East African Rift, southwestern Tanzania*—$23,000.

2004

• **LSB Leakey Foundation (Co-PI O’Connor, PI N. Stevens).** Title of Project: *Paleogene Paleontology in Southwestern Tanzania: Implications for Primate Evolution*—$17,500.

• **National Geographic Society (Co-PI O’Connor, PI M. Gottfried).** Title of Project: *Expanding the Record of Cretaceous Vertebrates from Tanzania: Implications for Gondwanan Biogeography*—$28,900.

**PALEONTOLOGICAL FIELD EXPERIENCE**


• Tendaguru Beds, Late Jurassic, *Tanzania*—2009 (Pilot Expedition)


• Quseir, Duwi, and Dakhla Formations, Late Cretaceous, southern *Egypt*—(x2), 2010, 2008.
• Dhofar Region, Oman, various Paleogene units, Oman— 2009.
• Umm er Radhuma Formation (and others), Cretaceous/Paleogene, Yemen—2007.
• Etjo Formation, Cretaceous, Namibia—2003.
• Pleistocene cave deposits, Botswana—(x2) 1997, 1996.

OTHER POSITIONS/RESEARCH EXPERIENCE

Research Assistant-Isotope Geochemistry: Department of Earth Sciences, University of Cambridge, Cambridge, United Kingdom—11/93-12/94. Supervisor-Professor R. K. O’Nions. Research Area: Multiple systems (e.g., U/TH series, Sm-Nd, Rb-Sr) analysis of groundwater and ferromanganese nodules/crusts.

MUSEUM AND OUTREACH EXPERIENCE

Museum/Public Service (Outreach)/Synergistic Activities:

• Various media activities (television, radio, newspaper, internet) associated with ongoing research activities related to dinosaur, crocodyliform, pterosaur, and bird evolution and paleontological research in Africa, Madagascar, and Antarctica. Examples include: ABC, CNN, BBC, NHK, National Geographic, MSNBC, New York Times, Discovery News, Earth Magazine, VOA, France24, etc.
• Various media activities (radio, newspaper, internet) associated with general research topics in evolutionary biology and paleontology. Venues similar to previous entry. For example, see: http://www.livescience.com/9167-paleontologist-investigates-ancestors-crocs-birds.html
• Exhibit design and development, Tanzania National Museums. Permanent exhibit development team, coordinating with Dr. P. Msemwa, Director, NMT, Dar es Salaam. (March 2009 – June 2012).
• Organized a workshop related to the development of in-country (Egypt) paleontological resources/infrastructure (e.g., fossil preparation, curatorial best practices) at Mansoura University, under the auspices of the Mansoura University Vertebrate Paleontology initiative. March 2012. See website at: http://islandafrica.org/muvp.htm
• Developed web site and special report (http://www.nsf.gov/news/special_reports/crocs/) with US National Science Foundation Media Unit focused on paleontological exploration in eastern Africa (linked with publication by O’Connor et al., [2010]).
• Adjunct curator, Michigan State University Museum, East Lansing, MI. Exhibit entitled “Dateline: Gondwana-New Fossil Discoveries from Tanzania. Exhibit tenure from 10/01/04 through 07/01/05.
• Consultant for NHK Broadcasting (Japan) for television series “Miracle Planet II”—Fall 2003.
• Madagascar Ankizy Fund Exhibit/Fundraiser—included exhibit design and construction in addition to public lectures/demonstrations on fossils collected in Madagascar—1999, Stony Brook, NY. (see: http://www.ankizy.org/).
• Collections Maintenance/Catalog Computerization: Cambridge University Museum of Archaeology and Anthropology—1993/94.

Professional Linkages Development:

• Developed Memorandum of Understanding (MOU) between Ohio University and Mansoura University (Egypt) related to the development of student, faculty, technical resources in the areas of biology and geology, with a focus on evolutionary biology, paleontology, and general sciences. March 2012.
• Developed MOU between Ohio University and the University of Dar es Salaam (Tanzania) related to the development of student, faculty, technical resources in the areas of geology and paleontology. June 2007.

SYMPOSIUM ORGANIZATION


PUBLICATIONS

Summary – 145 publications including 51 research articles and 96 brief contributions (abstracts, technical reports, book reviews, popular articles, etc.) and design & contributions to five (5) websites:

Representative Publications:


### STUDENT MENTORING

**Students Advised at Other Institutions (as Major Advisor)**

Nirina (Liva) Ratsimbaholison (PhD, Biological Anthropology and Paleontology, University of Antananarivo, Madagascar). Project Title: Ontogenetic Trends in the Craniomandibular Skeleton of Abelisauridae—Current Advisee.

OVERVIEW
Dr. Luke Pittaway is an established academic in the field of entrepreneurship and is currently a Professor of Entrepreneurship and the Director of the Center for Entrepreneurship at Ohio University. He has proven his ability as an ‘academic entrepreneur’ helping to found and lead four centers for entrepreneurial research and education: the Institute for Entrepreneurship and Enterprise Development at Lancaster University (UK), the Centre for Regional Economic and Enterprise Development at the University of Sheffield (UK); Georgia Southern University’s Center for Entrepreneurial Learning and Leadership and Ohio University’s Center for Entrepreneurship.

PERSONAL PROFILE
• Research experience and research leadership, a proven track record of publication and completion of a PhD illustrate an ability to undertake research in the social sciences using ethnographic, qualitative and quantitative research methods.
• ESRC Advanced Institute of Management scholarship undertaking work for the Department of Trade and Industry on business-to-business networking and innovation and a Research and Education Fellowship for the National Council of Graduate Entrepreneurship demonstrates an ability to translate research into policy.
• Expertise in the field of entrepreneurial behavior, entrepreneurship education, networking, small business management and corporate venturing demonstrates an interest in enterprise and innovation.
• Experience in teaching and the development of innovative teaching approaches, including a national teaching award highlights an ability to develop innovative forms of entrepreneurship education.
• Current administrative duties demonstrate an ability to develop a political and strategic agenda, to manage and motivate others, to organize events, to take responsibility for student learning, to lead research activity and engage in fundraising.
• Engagement with the wider research community is demonstrated by involvement in numerous editorial boards of leading journals (e.g. International Small Business Journal and the International Journal of Management Reviews).

EDUCATION
Hotel and Catering Business BA (Hons.) 1st Class The University of Huddersfield (1990-1994).

CAREER PROGRESSION
Professor of Entrepreneurship and Director, Center for Entrepreneurship, Ohio University, Athens, Ohio, 45701. (August 2013 – to the present). AACSB accredited and 33rd best public university business school in the United States (2014).
William A. Freeman Distinguished Chair in Free Enterprise (Full Professor) and Director of the Center for Entrepreneurial Learning and Leadership, Georgia Southern University, Statesboro, Georgia, 30460. (August 2008-May 2013). AACSB accredited.

Part-time Chair in Entrepreneurship (Full Professor), Swansea University, Swansea, Wales. (Feb 2012-present).

Director of the Enterprise and Regional Development Unit and Senior Lecturer (Associate Professor) in Enterprise, University of Sheffield Management School, Sheffield, UK (April 2005-July 2008). UK Russell Group of research intensive universities, AACSB, EQUIS and AMBA accredited.

• Director of Research (Sheffield) for the White Rose Centre for Excellence in the Teaching and Learning of Enterprise (November 2007-July 2008).
• Seconded to the National Council for Graduate Entrepreneurship two days a week (January 2006 – March 2007).

Lecturer (B) in Entrepreneurship (Assistant Professor), Institute for Entrepreneurship and Enterprise Development, Lancaster University Management School (LUMS), Lancaster, UK (January 2000 – April 2005). World ranked and amongst the UK’s top five Business Schools. AACSB, EQUIS and AMBA accredited.

Lecturer (A) in Hospitality Management (Assistant Professor), School of Management Studies for the Service Sector, University of Surrey, Guildford, Surrey, UK (January 1998 – January 2000). AMBA and AACSB accredited.

Lecturer in Hotel and Catering Management (Lecturer), Department of Food, Nutrition and Hospitality Management, University of Huddersfield, Queensgate, Huddersfield, UK (August 1994 – January 1995)

SUMMARY OF EXPERIENCE

Ohio University College of Business-

• Recruited in August 2013 to lead the Center for Entrepreneurship at Ohio University College of Business

GSU College of Business Administration-

• Director of the Center for Entrepreneurial Learning and Leadership providing support for five core areas: development of courses with the College of Business Administration; development of extra-curricular activities for students interested in entrepreneurship; development of programs and activities to embed entrepreneurship education across the campus; programs for students and recent graduates starting businesses; and, management development programs for entrepreneurs.
• Managed a team of six student employees, including a graduate assistant and five undergraduate assistants and interns. Grew the faculty from two professors to four and one Entrepreneur-in-Residence within a resource constrained environment.
• Led and directed a new building development the ‘Entrepreneurial Zone’ in the Downtown Statesboro City Campus. Including conceptual development, business planning, conception and implementation. The E-Zone includes, pre-incubation, event space, video-conferencing/conference room and a classroom dedicated to entrepreneurship classes.
• Successful fundraising experience for individual gifts, sponsorships of the FastPitch competition ($20k per annum), E-Zone Forums ($1k per annum) and courses within the curriculum, as well as, general giving during “A Day for Southern” ($12k in 2012).
• Small grant funding success securing $11k of additional operational funding.
• Course directing and teaching on ‘Entrepreneurship’; ‘New Venture Planning’ and ‘Applied Small Business Management’ within the undergraduate curriculum. Creating innovative course
designs using business planning, experiential and service-based learning. Won a Dean’s citation for student engagement.

- Leading the emphasis area on entrepreneurship for the BBA in management. Created a new minor in entrepreneurship. A proposal for a major in entrepreneurship under consideration by the Provost’s office having been approved by university faculty.
- Developing and teaching on entrepreneurship for the MBA and currently exploring a MBA concentration in entrepreneurship.
- Founded and grew the Fast Pitch Competition in Savannah connecting investors and entrepreneurs. Significant success securing sponsors and regional partners.
- Founded the Six-Squared Program a management development program for local entrepreneurs. Significant success working with regional partners and securing participants.
- Recruited Entrepreneurial Champions; Entrepreneurs-in-Residence; and Entrepreneurial Fellows to help develop programs and activities on a voluntary basis.
- Founded and organized various events promoting entrepreneurial learning including: the Freeman Memorial Lecture; a research seminar series; E-Zone forums and one-off public lectures.
- Undertaking research leadership via publications, representation on editorial boards and the development of a working paper series. Edited two special issues (Entrepreneurship and Regional Development and American Journal of Entrepreneurship).
- Published consistently over the five year period including several papers in ABS 3* ranked journals (e.g. Entrepreneurship and Regional Development and International Small Business Journal).
- External examiner for two PhDs (Leeds and Strathclyde) and one DBA (Strathclyde).
- Appointed Visiting Professor at Leeds University Business School; Staffordshire University Business School and reappointed to Honorary Senior Lectureship at Lancaster University Management School.
- Academic adviser and Sam Walton Fellow for the Georgia Southern SIFE/Enactus team and academic adviser for the Entrepreneurship club and Sigma Nu Fraternity.
- Contributor to external relations including writing articles for the Savannah Evening News; speaking at public events and networking with key alumni and local entrepreneurs.

Swansea University Business School-
- Recruited on a part-time/summer contract to assist the strategic development of the Institute for Entrepreneurship and Leadership.
- Supervising two members of faculty on their PhDs as chair of their research committees.
- Leading the research agenda and contributing research papers to ABS 3 and 4* ranked journals in entrepreneurship including coauthored papers with other members of faculty at the Swansea University Business School.
- Helping with strategic recruitment to build the Institute including recruitment of: an Institute Director, a Professor of Entrepreneurship and a Lecturer (Assistant Professor) in Entrepreneurship.

Sheffield University Management School-
- Co-founded (with Dr. Huggins) the Enterprise & Regional Development Unit to establish regionally focused entrepreneurship research and enterprise education in the School of
Management. The unit became established as a research center including growth in research staff (1 Prof; 1 Senior Lecturer; 3 Research Assistants).

- Director of Research (Sheffield) for the White Rose Centre for Excellence in the Teaching and Learning of Enterprise responsible for small research grants, conference funding, research dissemination, and research seminars. The White Rose CETLE collaboration between the Universities of Sheffield, Leeds and York providing enterprise education across all disciplines and ran: business plan competitions; summer schools; business planning workshops; and, curriculum based projects. Each University built an ‘Enterprise Zone’ with dedicated teaching space for enterprise education. Member of the building committee for the renovation and development of the Enterprise Zone.
- Seconded to the National Council for Graduate Entrepreneurship two days a week (Jan. 2006 – March. 2007) developing the research and education online communities and contributing to the development of the International Entrepreneurship Educators Program.
- Ran programs for local entrepreneurs: including ‘6 Squared’ a peer-to-peer learning program based on learning sets and Sheffield LEAD (Leadership Enterprise & Development) program.
- Founded and developed Sheffield Students in Free Enterprise (SIFE) within Sheffield University Enterprises Ltd. (the University’s commercialization company) and the Shell STEP Program supporting students undertaking summer internships in local small companies.
- Developed new courses in the Management School including: the New Venture Planning module on the Sheffield MBA; the Enterprise Workshops module for undergraduate 3rd years; and, an MSc in Management module Enterprise & Business Planning.
- Made teaching contributions to Enterprise & Entrepreneurship (2nd year undergraduate) and methodology programs for the MRes and MPhil programs in the School, as well as, supervising MBA dissertations and PhDs.
- Secured over £122,000 ($250,000) of funds for the development of the enterprise learning agenda, including a Business Research Fellowship; a personal Fellowship with the NCGE; and several small curriculum develop projects.
- Fully engaged with University activities including membership of the Projects Working Group who monitored and managed all knowledge transfer projects; the Project Executive Group for the Enterprise Zone, the Project Executive Group for the Learning Hub building; and, member of the project team seeking to develop executive education.
- Edited three special issues.
- Published research papers in Management Learning; International Small Business Journal and International Journal of Management Reviews (all SSCI listed journals).
- Recruited on to the Board of Institute of Small Business and Entrepreneurship.
- Recruited as a Consulting Editor for the International Small Business Journal.
- Adjunct Senior Lecturer at Lancaster University Management School and an External Examiner for the Hunter Centre of Entrepreneurship at the University of Strathclyde.
- Won a number of best paper awards at conferences and from journals, as well as, awards for teaching practice.

Lancaster University Management School-

- Completed a funded research project for ESRC’s Advanced Institute for Management on business-to-business networks and their impact on innovation.
As research coordinator had the responsibility for building the subject, which involved helping the Director take the Business Development Unit and build it into a research led institute growing from four employees to over twenty from 2002-2005.

Research interests focused on entrepreneurial behavior, examining behavior in a range of contexts including large corporations, small businesses, new ventures and growing businesses.

Secured significant research/project funding from the European Regional Development Fund (ERDF), a £14,700 grant from the ESRC (AIM). The ERDF funding and subsequent rounds led to the recruitment of ten new colleagues to the Entrepreneurship Unit and assisted its foundation as an Institute.


Visiting Research Fellow at the Manchester Science Enterprise Centre.

Member of research committee for the Council of Hospitality Management Education and member of HCIMA, Chartered Institute of Management, CHRIE, ISBA professional organisations and BAM special interest group in entrepreneurship.

Founder of the Entrepreneurial Performance Index (EPI) and LUMS Corporate Enterprise Initiative.

Awarded an LTSN National award for innovation in entrepreneurship teaching.


Lecturer on Lancaster’s MBA assisting the Entrepreneurship and Venture Planning modules.

PhD Supervisor for 5 PhD students.

MBA and MSc project supervisor.

Chair of Lancaster Futures, a club designed to represent developing faculty at LUMS.

Secured two ESRC CASE PhD grants with Pirelli Tyres Ltd. and Kielder Newport West Ltd.

Editorial board and research contributor, Insight, North and Western Lancashire Business Link magazine, circulation 4000 local small firms and contributor to the Corporate Venturing Newsletter (GRIST).

Founder Lancaster University's Venture Network Club and Breakfast Meetings.

Lead organizer/host Corporate Venturing UK Conference 2004.

Regular contributor to LUMS’ Public Relations strategy contributing to articles, for example, in the Lancashire Evening Post (10/2002), The Business (11/2003), the Financial Mail (1/2004) and the Sunday Express (6/2004).

RESEARCH FUNDING (APPLIED FOR AND RECEIVED)
Ohio University-

- National Collegiate Inventors and Innovators Alliance, 2014 - $23,275 “Transforming through Entrepreneurship”, with Jeff Giesey, Greg Kremer and Bryan Riley, Russ College of Engineering and Technology, unsuccessful invited to resubmit.
• IBM Corporate Citizenship, 2014 - $45,130 “SME Toolkit USA”, with Mike Geringer, Center for International Business Education and Research, unsuccessful.
• National Institute of Health, 2014 – $1.7m (over 5 years) “Ohio University BEST Program”, with Jeffrey Wiseman and Shiyong Wu et al., Edison Biotechnology Incubator, pending
• Cleveland Hungarian Development Panel, 2014 - $15,000 “International Entrepreneurship Program”, with University of Pécs, successful – awarded $5,500

Georgia Southern University-
• Georgia Southern University Faculty Service Grant, 2012 - $2,848, “Expanding the FastPitch Competition 2013”, successful $1,000 awarded.
• Georgia Southern University Events and Activities Grant, 2012 - $4,800, “Supporting the Freeman Memorial Lecture series”, unsuccessful.
• State Farm Youth Advisory Board, 2012 - $98,981 “GSU SIFE Restore the ReStore”, with Matthew Chambers, GSU SIFE, unsuccessful
• Congressional Appropriation Request FY2012, 2010 – $667,390, “City Campus Entrepreneurial Zone, with Lori Durden SBDC, unsuccessful.
• National Science Foundation, 2010 - $198,874, “Embedding Entrepreneurship Education in Engineering Technology”, with Anoop Desai, Allen E. Paulson College of Science and Technology (GSU), unsuccessful.
• Goldman Sachs Foundation, 2010 - $284,166, “Developing High Potential Students and Entrepreneurs in Coastal Georgia, unsuccessful.
• Georgia Southern University Faculty Service Grant, 2009 - $2,327, “Eagle FastPitch Competition Project”, with the Small Business Development Center, successful – awarded $1,000.
• ESRC Seminars, 2009 - $24,068, “Building Capacity in the New European School of Entrepreneurship”, with Simon Down, Jason Cope et al., unsuccessful.

University of Sheffield-
• White Rose PhD Networks (Sheffield PhD), 2007 - £42,000, “How Entrepreneurs Learn to Use and Exploit Knowledge Networks”, successful
• Skills, Training and Development Grant (University of Sheffield, Roberts Funding), 2007 (expansion) - £5,000 “Enterprise and Commercialisation Course for Postgraduate Students and Post Doctorates”, successful
• Northern Leadership Academy 2007, £10,000 “Six-squared Entrepreneurs Learning Programme – NLA Centre Status”, successful.
• Skills, Training and Development Grant (University of Sheffield, Roberts Funding), 2007 - £11,440 “Enterprise and Commercialisation Course for Postgraduate Students and Post Doctorates”, successful
• HEFCE, HEIF3 Business in the Curriculum (Sheffield University), 2007 - £2,800 “Continuation from: Online Digital Database: Bringing Business People into the ‘Virtual’ Classroom”, successful.
• White Rose CETLE, 2006 - £9,000 “Secondment as Director of Research”, successful.
• Association of Colleges Tender EE FE, 2006 - £318,311 “Enterprise Education in Further Education Initiative”, unsuccessful.
• HEFCE HEIF3 (Sheffield University) 2006 - £75,000 “Knowledge Transfer Fellow: Management School, IWP and Economics, successful.
• ERDF Objective 1 South Yorkshire, 2005 - £420,000 “South Yorkshire Marketing Network”, unsuccessful
• HEFCE (Sheffield University) Business in the Curriculum Project, 2005 - £10,600 “Online Digital Database: Bringing Business People into the ‘Virtual’ Classroom, successful
• University of Sheffield Social Sciences Devolved Funds, 2005 - £1,828 “Exploring the Empirical Evidence on Entrepreneurship Education: A Systematic Literature Review, unsuccessful
• HEFCE (Sheffield University) Business in the Curriculum Project, 2005 - £6,250 “New Venture Planning”, unsuccessful
• HEFCE (Sheffield University) Business in the Curriculum Project, 2005 - £1,250 “Graduate Programme of Young Enterprise”, successful

Lancaster University-
• DTI Tender JLBW/014/00021C, 2004 - £132,342 “The Impact of Networks on the Learning and Skills Development of Businesses”, with Maxine Robertson, IKON, Warwick Business School, unsuccessful
• ESRC AIM 2003 - £14,700. “Networking and Innovation in the UK: A Systematic Review of the Evidence”, with Maxine Robertson (Warwick University Business School) and Kamal Munir (Judge Institute of Management Cambridge), successful
• ERDF North West Programme, 'North West Knowledge Based - Action Plan', 2002 - £179,000, "ICT Management Support Initiative" successful
• ERDF North West Programme, 'North West Knowledge Based - Action Plan', 2002 - £315,000, "Business Enterprise Development" successful
• ESRC CASE PhD Bursary, 2002, “NWL Business Link: Knowledge Management in the North and Western sub-region: An analysis of SME and new venture data management”, unsuccessful
• ESRC CASE PhD Bursary, 2002, “Pirelli Tyres Ltd: Strategies for supply base management: Investigating onsite suppliers in the supply chain”, successful
• ERDF North West Programme, 'Delivering an Entrepreneurial, Competitive and Digital Economy in North and West Lancashire - Action Plan', 2002 - £130,000, "Business Support Initiative" successful
• ERDF North West Programme, 'University - Action Plan', 2001 - £385,000, "Entrepreneurial Performance Project" successful
• ESRC Research Grants Scheme, 2001 - £39,814, "Rural Entrepreneurship and Networks of Enterprise in Rural Areas", with Parker, G. (principal applicant), Centre of Planning Studies, University of Reading resubmission – unsuccessful
• Nuffield New Career Development Fellowships, 2000 - £88,000, "Social Well-being in the 'Enterprising Countryside': An economic, social and historical analysis, with Rose, M, Economics unsuccessful

University of Surrey-

FUND RAISING
• Over $50k in donations secured for the Center for Entrepreneurial Learning and Leadership; of which sponsorship for the FastPitch competition ($25k), E-Zone Forums ($1k), A Day for Southern ($9k), one-off gifts ($15k).

PUBLICATIONS
Editorial Special Issues-


Journal Articles-


Book Chapters-
• (Re-print of 2005 paper) Pittaway, L. 2009. Philosophies in entrepreneurship: a focus on economic theories, in Rowe, J., Theories of Local Economic Development: Linking Theory to Practice: Ashgate.

Practice Reports-

Referred Conference Papers-


Conference Papers-


MEASURES OF ESTEEM

Georgia Southern University-

• Board of Directors, Hearts and Hands Clinic, Statesboro, May. 2012-present
• Visiting Professor, Leeds University Business School, Feb. 2012-present
• Appointed to the ERB, Service Industries Journal, October 2011-present
• Dean’s Citation for Student Engagement in Entrepreneurship, March 2011
• Visiting Professor Staffordshire University Business School, March 2011-present
• Advisory Board Member, PhD in Supply Chain and Logistics, March 2010 –May 2011
• Chair, Intellectual Property Committee, December 2009 – March 2011
• Board of Directors, Lowcountry Small Business Hub (SC), Feb. 2009 – June 2011
• Sam Walton Free Enterprise Fellow (SIFE), Dec 2008 –present
• UK Students in Free Enterprise (SIFE) Academic Adviser Award 2008

University of Sheffield-

• Editorial Board and US Regional Editor, International Journal of Entrepreneurial Behaviour and Research 2007-present
• External Examiner the Hunter Centre for Entrepreneurship, University of Strathclyde 2007 – 2010
• Project Executive Group for the Learning Hub Building 2007 – 2008
• Fellow Royal Society of the Arts 2007 –present
• Institute of Small Business and Entrepreneurship (ISBE) Conference, Track Adviser (Entrepreneurship Education), March-Nov, 2006.
• ISBE Board Member, November 2006 – 2008.
• ISBE Conference, Track Chair (Entrepreneurship Education), March-Nov, 2006.
• National Council for Graduate Entrepreneurship, Research and Education Fellow, Jan 2006 – March 2007
• Project Executive Group, for the Enterprise Zone building, White Rose Centre for Excellence in the Learning and Teaching of Enterprise, Nov 2005 – 2007.
• ISBE Conference, International Small Business Journal Best Paper Prize for Academic Rigor, 2005
• ISBE Conference Joint Best Overall Paper, 2005
• Group Member, University of Sheffield, Projects Working Group, Sept 2005 – Jan 2007
• Honorary Senior Lecturer, Lancaster University Management School, May 2005 –present
• Non-executive Director, Sheffield SIFE Ltd., April 2005 – 2008.

Lancaster University-
• International Small Business Journal, Editorial Board, January 2005 –present
• Chair, Lancaster Futures Club, June 2004 – April 2005.
• LTSN Consultant to the Palatine Project (developing enterprise skills in music and dance) June 2004 – April 2005.
• LTSN Award for Teaching Excellence in Entrepreneurship, May 2004.
• Group Member, Lancaster University Vice Chancellor's Business Development Strategic Planning Group, 2002 – 2003
• Visiting Fellow, Manchester Science Enterprise Centre, 2001 – 2004
• Research Committee - Lancaster University Management School, 2000 – 2003
Bob J. Walter is a geographer and development practitioner with 45+ years of experience in institutional strengthening, social science issues, natural resource management, and agricultural development, specializing in land related issues and in Africa. He also has broad experience in evaluation and assessment. Dr. Walter is both an applied development practitioner and an academic with long-term program and project management experience and strong research credentials. He spent three years as a project officer at USAID, where he managed the Settlement and Resource Systems Analysis (SARSA) Project/Cooperative Agreement and served as an interim manager for the Forestry/Fuelwood Research and Development Project and Access to Land, Water, and Other Natural Resources (ACCESS) Project. As chair of the Fragile Lands Working Group, he coordinated with USAID missions, bureaus, and offices, including Agriculture, Energy, Environment, and Science and Technology. With the Working Group, he managed the creation of Development Strategies for Fragile Lands (DESFIL) project, writing the technical section of it. In addition, he has served as team leader on USAID design and evaluation assignments, and he spent three months reorganizing and managing the technical operations division of a USAID contracting firm. From 1998 to 2006, he served as DAI’s Project Coordinator for the USAID Broadening Access and Strengthening Input Market Systems (BASIS) IQC contract. Under this project, he has assisted in providing advice and technical guidance on property rights generally, and specifically on land tenure questions in Africa. He managed an impact assessment of USAID project on property rights and land tenure, reviewing all such USAID projects since the early 1980s.

Professor Walter also has worked at the policy level and in a wide variety of other technical areas. A lead conceptual thinker for DESFIL, he analyzed national policies that had conflicting incentives concerning land use and resource management. This analysis was to determine their impact on fragile lands and the wellbeing of populations on those lands. For USAID/Botswana, Dr. Walter participated in the agricultural sector assessment reviewing land settlement policies and their constraints to private sector growth. The purpose of this work was to increase the food security of the country. More recently, he served on a team that made recommendations to USAID on ways to incorporate risk in its natural resources planning and program and project development. Under the BASIS IQC, he provided technical backstopping for a long-term project in Georgia where the project was assisting the Ministry of Agriculture and Food with restructuring and policy advice and in Moldova where the government was clarifying land titles, improving land transactions, and developing methods for land consolidation under free market conditions. The goal was to improve the security of land and improve the nutritional status of the population. Additionally, he worked in Jamaica to assist small holder farmers in improving the variety of food plants grown and sold produce sold, both to increase incomes and improve the nutritional quality of the diet.

During his 30 year academic career, he was Chair of the Department of Geography for four years, Director of the African Studies Program for five years, and Director of the Development Studies Program for eight years. In the latter position, he successfully revised and strengthened the program, added
numerous internships, and significantly improved the applicant pool for the program. Also, in his academic career, he conducted research on issues such as agricultural practices and medicinal plants of the Ketchi Mayan population of Belize. Under contract, he did research for a health organization on the causes of naso-pharynx carcinoma among the Nandi of Kenya.

Over the period of his career, he has worked, consulted, or done research in over 45 countries over 4 continents, ranging from Asia/Eastern Europe (Georgia and Moldova) to Africa (South Africa, Botswana, Lesotho, and Zimbabwe to Kenya, Tanzania, Somalia, and Ethiopia, to Burkina Faso and Niger) to South America (Venezuela and Peru), to Central America (Costa Rica, Belize, Guatemala), and to Caribbean Islands (Jamaica, Haiti, Dominican Republic, and St Kitts).
Appendix 15

Letters of Support for Concentrations
September 21, 2015

Dr. Deborah Meyer
Visiting Assistant Professor of Global Health
Director, Global Health Certificate
Department of Interdisciplinary Health Studies
College of Health Sciences and Professions
Grover Center E118
Ohio University
Athens, OH 45701-2979

Dear Dr. Meyer,

My understanding is that the Department of Interdisciplinary Health Studies is developing a Master of Global Health degree and that it will include numerous course options from the Department of Social and Public Health. We are believers in collaboration and interprofessional education efforts, and we welcome students from the global health program in any of our course offerings contingent upon faculty resource availability and specific prerequisite requirements. We would ask that any course listings or marketing brochures including classes from our department (HLTH, EH, or SW prefixes) first be cleared by us before being used, published or disseminated in any manner. It is important to make sure that such courses are indeed currently being offered on a regular basis and will be available for global health students on a periodic basis as they pursue their degree.

We look forward to future collaboration on these issues as you continue to develop your degree proposal.

Best Regards,

Douglas S. Bolin, Ph.D.
Chair
24 September 2015

Dear Deborah,

I support the development of the Masters of Global Health (MGH) by the College of Health Sciences and Professions and the inclusion of courses from our Center as electives. I understand that students will complete 5 core courses, 5 electives and a scholarly project. Students will focus their electives on a specialization or concentration that furthers their expertise in that area. By collaborating, we encourage an interprofessional approach, share valuable resources, and provide flexibility in students’ ability to best meet their career goals.

You identified a number of courses within our Center that fit well with the MGH and/or a possible specialization or concentration from which at students with an interest in International Development would benefit. I understand that before including courses, you will clear it with faculty in your college. Also, if time and resources permit, our faculty may agree to consult on student specializations that are housed within our college and to serve on the scholarly project committees.

I look forward to our future collaboration.

Sincerely,

Bob J. Walter
Director
International Development Studies
Center for International Studies
Ohio University
Athens, OH 45701
740-593-1832
walter@ohio.edu
March 28, 2016

Dr. Gillian Ice
Global Health Initiative
campus

Dear Gillian:

I have read your proposal to establish a Master’s in Global Health at Ohio University and I would like to offer the support of the Center for International Studies in this application for a new program. I see this as an important extension of the work you have done to not only link the Heritage College of Osteopathic Medicine and the College of Health Sciences and Professions in their global common interests, but as a useful addition to the curriculum at the graduate level that identifies health as a shared human resource to be protected across world cultures. The explicit use of comparison as a key tool in understanding global issues of health and social change resonates particularly well with our programs in the Center for International Studies and will be very attractive to our students here across 5 MA programs. The synergies with our programs in Area Studies, Communication and Development Studies, and International Development Studies are very apparent to me, as many of our students pursue dual MA degrees while at Ohio University.

An important common area of work between what we do in International Studies and in Global Health is a focus on non-state actors in the delivery of health services, NGOs of every stripe, religious organizations, and their conflicts with state actors in these processes. This kind of work will be broadly evident in the new Global Health program of studies as well. It seems to me that the fields of Global Health and of Public Health are both in states of radical transition. It behooves us to cover as many health bases as possible as we consider future students’ interests and concerns, and offer outstanding graduate degree programs in those fields. My sense is that graduates of this new program will find employment in government and internationally oriented NGOs and humanitarian organizations. This will also be a great jumping off point for doctoral studies.

I wish you all the best in the development of this program.

Sincerely,

Steve Howard,
Director and Professor
March 28, 2016

Dr. Gillian Lee
Global Health Initiative
Campus

Dear Gillian:

I have read your proposal to establish a Master's in Global Health at Ohio University and I would like to offer the support of the Center for International Studies in this application for a new program. I see this as an important extension of the work you have done to not only link the Heritage College of Osteopathic Medicine and the College of Health Sciences and Professions in their global health interests, but as a useful addition in the curriculum at the graduate level that identifies health as a shared human resource to be protected across world cultures. The explicit use of comparison as a key tool in understanding global issues of health and social change resonates particularly well with our programs in the Center for International Studies and will be very attractive to our students here across SMA programs. The synergies with our programs in Area Studies, Communication and Development Studies, and International Development Studies are very apparent to me, as many of our students pursue dual MA degrees while at Ohio University.

An important common area of work between what we do in International Studies and in Global Health is a focus on non-state actors in the delivery of health services, NGOs of every stripe, religious organizations, and their conflicts with state actors in these processes. This kind of work will be broadly evident in the new Global Health program of studies as well. It seems to me that the fields of Global Health and of Public Health are both in states of radical transition. It behooves us to cover as many health bases as possible as we consider future students' interests and concerns, and offer outstanding graduate degree programs in those fields. My sense is that graduates of this new program will find employment in government and internationally oriented NGOs and humanitarian organizations. This will also be a great jumping off point for doctoral studies.

I wish you all the best in the development of this program.

Sincerely,

Steve Howard,
Director and Professor
April 4, 2016

Deborah Meyer, Ph.D., RN
Visiting Assistant Professor of Global Health
Director, Global Health Certificate
College of Health Sciences and Professions

Dear Dr. Meyer,

Re: The Master of Global Health Program

I wish to extend my full support for the introduction of the Master of Global Health Program at Ohio University (OHIO). The College of Health Sciences and Professions has been instrumental in raising the profile of health issues nationally and internationally by leading a number of high profile global health activities in addition to its core health programs. Recent initiatives include the Global Health Case Competition and the Migration and Health Conference held in Dublin, Ohio. In addition, many other experiential learning and related programs led by the College and the Global Health initiative have served to showcase the interest among students and the broader community in global health. The College of Health Sciences and Professions, through these various initiatives, is advancing the university’s capacity to build a common understanding that health issues are truly global and that global learning is locally applicable, if not essential, to building professionals in health and other disciplines able to serve and lead in today’s mobile knowledge economy. Health issues like other sectors transcend border domestically and internationally and to understand and solve health problems requires a global interdisciplinary perspective, network and cultural awareness of different approaches to community development, problem solving and sustainability. These fundamentals serve as the foundation of global programs worldwide and OHIO’s Global Strategy.

The introduction of the Master of Global Health Program is central to the College’s and the University’s capacity and interests to offer the range of academic programs needed to respond to the demand for talented professionals working in health and related fields. This innovative new program serves to strengthen, through further investment, one of the four core strategic interests of the university – health and wellness. It is also essential to remain competitive and to continue to draw a vibrant mix of bright and bold students and faculty from across the disciplines and around the world wanting to engage in important issues and better understand how to deliver quality health services.