

Contact: Diana Gonzalez

**REQUEST FOR NEW PROGRAMS AT THE UNIVERSITY OF IOWA:  
BACHELOR OF ARTS/BACHELOR OF SCIENCE PROGRAMS IN  
GLOBAL HEALTH STUDIES**

**Action Requested:** Consider approval of the request by the University of Iowa to establish a new Bachelor of Arts and Bachelor of Science Programs in Global Health Studies in the College of Liberal Arts and Sciences.

**Executive Summary:** The proposed program will respond to student interest in global health. This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. No concerns were raised when it was presented to the Iowa Coordinating Council for Post-High School Education. The proposed program addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

**Background:**

- ◇ **Description of proposed programs.** The proposed programs will emphasize transnational health issues and involve disciplines related to international issues and the humanities, social sciences, business, and law. Students will examine the facets of knowledge presented by multiple disciplines and enhance their ability to apply knowledge from a range of perspectives, such as religious studies, philosophy, history, political science to an area of focus related to health. The proposed programs will facilitate collaboration across disciplines within the College of Liberal Arts and Sciences and other units, such as International Programs and Study Abroad. It is designed for students interested in a spectrum of knowledge rather than in applied or technical skills.
- ◇ **Academic objectives.** The academic objectives of the proposed programs include the following:
  - ⇒ Understand the diversity, cultural differences, histories, social structures, and economies in a number of specific regions or countries outside of the United States.
  - ⇒ Examine global differences in relation to the student’s culture and values, showing an understanding of the contextual forces that lead to similarities and differences.
  - ⇒ Analyze specific problems from a variety of perspectives, becoming aware of bias which might obscure the deeper complexity of the issues at hand.
  - ⇒ Communicate well in writing and speech, showing the ability to describe, narrate, analyze, argue, and persuade.
  - ⇒ Understand the importance of interdisciplinary learning, showing an ability to apply its research methodologies, while recognizing differences in approaches from other disciplines.

- ◇ Need for proposed programs. The University currently offers a certificate, a minor in Global Health Studies, and emphasis areas within the International Studies and Interdepartmental Studies programs. These offerings have helped to create student interest in global health and global health courses. During the past 10 years, student enrollment in courses offered by Global Health Studies has quadrupled. Student interest is also reflected in the formation of a student-run Global Health Club in 2006 with approximately 50 members. Currently, 105 undergraduates are pursuing a Global Health Studies certificate, minor, or emphasis areas. The proposed programs will strengthen global health studies in the College of Liberal Arts and Sciences (CLAS) by providing a programmatic option for all CLAS undergraduate students.
  
- ◇ Link to institutional strategic plan. The University of Iowa is dedicated to the advancement of the core values and priorities of inclusion and internationalization. Domestic and global diversity are essential to this excellence. CLAS prepares students to be knowledgeable, engaged citizens of the 21st century who will respond creatively and flexibly to the challenges of a rapidly changing world. The first goal in the College's strategic plan states the following: "As the College that awards more than 70% of UI bachelors' degrees, CLAS is strongly committed to providing a rich and challenging undergraduate experience that develops in students the skills and understanding that contribute to rewarding personal lives, satisfying and productive work, and informed participation in a diverse, multi-cultural society." To innovate in undergraduate education, the College has pledged to develop and enhance programs of study in areas important to students' aspirations and global societal needs, including interdisciplinary programs in areas supported by CLAS faculty. The proposed program is one such program supporting this culture of diversity, internationalization, and inclusion.
  
- ◇ Relationship to existing programs at SUJ. The program does not duplicate health programs available for undergraduates. The programs complement each other, strengthening the student's education and giving students choices to fit their abilities and interests. The College of Medicine offers the B.S. in Clinical Laboratory Sciences; Nuclear Medicine Technology; and Radiation Sciences. These majors require extensive course work offered by CLAS within physics, biology, chemistry, mathematics, and related fields. The majors focus on technical skills and professions applied to a narrow field and admit very few students. The program in Pharmacy, open to very elite undergraduates, requires extensive completion of prerequisite courses from the liberal arts and sciences with further requirements focused on professional skills and courses needed in pharmacy. That program, in fact, encourages its students to earn the Global Health Studies Certificate to broaden the student's understanding of international cultures, particularly for students wanting to practice pharmacy outside of the United States. As the Associate Dean for Assessment, Curriculum, and Compliance in the College of Pharmacy states:  
  
"Over and over again, I have seen the direct benefits that courses and experiences in global health provide students – students from all disciplines. These benefits (ranging from improved knowledge of world cultures to expanded awareness of cultural competence to engendering civic responsibility) prompted me to become a member of the Global Health Studies Steering Committee. Opening global opportunities for all students keeps our programs relevant and makes our university better."<sup>1</sup>

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<sup>1</sup> Letter, Professor Hazel Seaba, College of Pharmacy.

The CLAS Global Health Studies Program and the College of Pharmacy have worked closely together for many years. Nursing, also a smaller and selective program, uses a foundation of general education courses from CLAS, building the professional course work on those skills and knowledge. The Global Health Studies major does not require this extensive prerequisite work in mathematics and the sciences nor does it compete by offering focused skills in health care or public health. It is open to all students interested in cultural differences and the practical ways those traditions and beliefs shape lives. The Global Health Studies major teaches students to understand the ways culture creates issues that affect health and how to appreciate and understand the roots of these issues, many which are related to racism, poverty, inequality, and to history and tradition. Students may pursue a B.S. in Global Health Studies which requires additional course work in the sciences and which could lead to medical school, pharmacy, nursing, and public health. Students also have the option of pursuing their interest in health without this framework in the sciences. Rather than becoming a practicing doctor, nurse, pharmacist, or public health official, these students will find a mission and role in a broader, more humanistic setting, as teachers, social service providers, and administrators,

- ◇ Relationship to existing programs at other colleges and universities. There are five programs offered in the state in the field of global health. ISU's program is focused on local health issues while UNI's program is less focused on the humanities than SUI's proposed program. The programs offered by the Regent institutions are complementary, offering student choices of the types of focus and material studied in each program.
- ◇ Unique features. The University of Iowa fosters global diversity, especially with its population of international students and local residents, with a focus in its strategic plan on inclusion and appreciation of the richness that diversity brings to education. CLAS and its faculty offer in-depth course work creating a framework for this understanding of how perceptions and actions are focused by culture, making the University a unique place to offer such as major. The University of Iowa has extensive programs related to health, such as offered by its colleges of medicine, dentistry, pharmacy, nursing, and public health, which create a culture of caring and healing while offering professional opportunities for students choosing the Global Health Studies major with the B.S. The University of Iowa offers excellent health care facilities and a student-centered College of Public Health where practitioners experience the intersection of culture and health care. Students have opportunities to work, volunteer, and take classes within these health communities and to experience first-hand how global health issues can also be local. These colleges enrich the experiences of the current Global Health Studies students, while also providing continuing professional opportunities upon a student's graduation from the undergraduate college.
- ◇ Resources. The personnel, facilities, and equipment used to offer the current Global Health Studies certificate, minor, and emphasis areas will be used to support the proposed major because a shift in enrollment patterns is expected, with more students choosing the major than the certificate. Because the major is interdisciplinary, the teaching responsibilities are shared by many departments and faculty, with students exposed to multiple disciplines. Existing faculty in related departments and colleges will participate. The steering committee for the proposed program will advise and oversee the program, along with guidance from the director of the program. The program has a fulltime advisor who works with students on internships and other opportunities. Thus the course work, faculty, and infrastructure for the major are in place, with the program of study needing few additional resources.

◇ Student demand. CLAS has seen a significant increase in the number of entering first-year students declaring an interest in the health professions. Entry-level courses in physics, chemistry, biology, mathematics, anatomy and related areas are in demand. Many students discover that this training and course work does not suit their interests but the students are still dedicated to their initial goal of wanting to help others in some area related to health. There are many avenues to serving the health needs of others, and the proposed program provides an option that students are often unaware of. Students also discover the major after studying and traveling abroad and seeing first-hand a particular problem or issue that is often related to political and social problems. Students find that the course work enhances their understanding of health as well as politics, history, religion, anthropology, and sociology and of the complex ways these intersect, thus appealing to students with interest in these disciplines and service to others. A major will help these students will facilitate advanced planning.

◇ Duplication. There are five educational programs in Iowa related to global health. UNI offers a Global Health and Health Disparities track within its Health Promotion major (BA), with a focus on public health and education. A certificate in Global Health and Health Disparities is also available. UNI also offers a Global Studies major (BA) through its General Studies program, with students able to choose a thematic area in global health that focuses on international health issues.

ISU offers an emphasis area on community health within the Kinesiology and Health major which is focused on local rather than international health issues. The major is offered as a B.S. degree and requires substantial hours in natural sciences courses unlike the proposed program.

Central College offers a minor in Global Health while Drake University offers a concentration in Global Health which can be earned in combination with a number of different majors.

◇ Workforce need/demand. There are opportunities as health educators and community health workers, “a field projected to grow 21% from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people about healthy habits and behaviors and utilization of available health care services.”<sup>2</sup> The state work force needs in Iowa are quite similar to the growth that will be seen at the national level. (Attachment A)

“Community health workers who have completed a formal education program and those who have experience working with a specific population may enjoy favorable job prospects. In addition, opportunities may be better for candidates who speak a foreign language.”<sup>3</sup> Global Health Studies students with international travel and volunteer experience should be well situated to take advantage of related opportunities.

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<sup>2</sup> <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-8>.

<sup>3</sup> <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6>

- ◇ Consultation with representatives of other programs. There were consultations with the following: (1) UNI Dean of the College of Education and the Dean of the College of Social and Behavioral Sciences; these are colleges administering the UNI programs in Global Health. (2) Director of those programs and a representative of the UNI Office of the Provost. (3) ISU Dean of the College of Agriculture and Life Sciences and Dean of the College of Human Sciences. (4) ISU Associate Dean of the College of Arts and Sciences. The proposal was shared and discussed with those individuals. SUI CLAS has worked internally with departments in CLAS that regularly teach courses affiliated with the Global Health Studies Program. There was consultation with the Dean of the College of Public Health and the Associate Dean for the Master of Public Health and Undergraduate Programs to make sure related objectives are complementary.
  
- ◇ Letters of support. Letters of support are provided in Attachment B.
  
- ◇ Opportunities for collaboration. CLAS has been working closely with UNI particularly because of their proximity to SUI and because of a mutual interest in collaboration. The UNI program in global health and the SUI program have enjoyed a long relationship of sharing information, speakers, and experiences. This will continue, to the mutual benefit of students and faculty. UNI and SUI have agreed to find ways to facilitate shared internships, online courses, attendance at conferences and lectures and other academic areas of interest. There is great interest in this collaboration and the ways it will expand shared knowledge. Below is the list of projects for collaboration:
  - ⇒ Creation of online courses that would augment the curriculum and which could be taken by SUI and UNI students, with the students exposed to a broader experience than might otherwise be possible.
  - ⇒ Investigation of streamlined registration for UNI students at SUI and the reverse.
  - ⇒ Participation by UNI students in the annual SUI Global Health Conference, SUI Global Health Workshops, and other scholarly opportunities with a similar participation of SUI students in such experiences offered by UNI.
  - ⇒ Sharing of opportunities, such as practica and internships, sponsored by each institution and open to both student populations.
  - ⇒ Continued contact with related faculty and key administrators to ensure close collaboration between programs.
  
- ◇ Cost. The total costs necessary for the next seven years are based on the current costs described below for the existing certificate, minor, and emphasis area. The resources from these efforts will be shifted as more students move from them to the major. When the enrollment in the proposed program reaches 150 students, the advisor's load of students will need to be realigned; the new program will help to support a larger portion of that salary, based on caseload reconfiguration.

SOURCES	TOTAL AMOUNT
Salary of professional advisor, partial load (1/5) reallocation to serve new students	\$10,000
Faculty joint appointment with Global Health and Anthropology	\$35,000
Director (with appointment in College of Dentistry)	\$15,000
Salary for adjunct instructors, depending on course offerings	\$80,000

	TOTAL COSTS	TOTAL NEW COSTS
Year 1	\$140,000	
Year 2	\$140,000	
Year 3	\$160,000	\$20,000
Year 4	\$160,000	\$20,000
Year 5	\$170,000	\$30,000
Year 6	\$170,000	\$30,000
Year 7	\$180,000	\$40,000

- ◇ Projected enrollment. The enrollment is expected to be 45 students during year one, increasing to 120 by year seven.
- ◇ Articulation agreement. CLAS is exploring adding the proposed major to the 2+2 program option for Iowa community colleges because many offer related courses and requirements. Other articulation agreements will not be developed at this time.
- ◇ Anticipated sources of students. Some undergraduate students will move from an emphasis area, minor, or certificate in Global Health Studies to the proposed program. Others will be former pre-health science students for whom this program is a better fit. Some students might use the B.S. to prepare for medical school, especially those with an emphasis on international health or to prepare for related entry to other professional schools, such as public health or education administration.
- ◇ Off-campus delivery. The proposed program will be offered on campus.
- ◇ Opportunities for internships. Internships will be encouraged. A capstone experience will be required; one option will be an internship or related experience. Study abroad will be strongly encouraged, especially with a volunteer activity. The requirement provides an opportunity for students to apply the knowledge and skills learned in the classroom to real world global health issues. Domestic opportunities also provide experiences related to global health issues, such as working with immigrants, refugees, and other local health issues with global implications. Students select from the following list of courses or experiences, with an academic component required – Identifying and Developing Global Health Project; Global Health Service Learning; International Service Learning: Xicotepec; Special Projects Global Health. Student may also choose a Global Health Studies themed Winterim in Indian course or Global Health Studies themed study abroad program, with an academic report and presentation assessing the experience after its completion.
- ◇ Marketing plan. CLAS will work with Admissions and the Office of Strategic Communication to complete a marketing plan; generally, a new major is added to the application, to all relevant materials, and to SUI web sites to inform students about the major. Additionally, campus visit days highlight new majors as do special open houses and visits with high school counselors. Admissions will plan special events for future students to attend, such as talks and research discussions. Most importantly, faculty will meet with future students to discuss the major. The professional advisor also meets with future students who are invited to attend class on campus.

- ◇ Evaluation plan. Each year, every major at the University of Iowa participates in campus-wide assessment of programs, with departments submitting their annual plans and steps taken for improvement to the Office of Assessment. Additionally, the College reviews new programs after the third year, asking the departmental chair or the program director to review with the Undergraduate Educational Policy and Curriculum Committee (UEPCC) the enrollments, course offerings, progress toward degree, assessment outcomes, and other details. UEPCC then makes recommendations to the College on any needed changes to the program of study. Departments are also reviewed every five years by the College and by outside reviewers who are experts in the field and, at that time, all existing majors within a department are also reviewed, with curricular offerings and requirements discussed, with changes recommended.
  
- ◇ Date of implementation. Creation of the proposed program will become effective upon approval by the Board of Regents and will be included in the University's General Catalog. The anticipated implementation date is Fall 2016.

LABOR MARKET INFORMATION

Occupational Title	Employment change 2012 - 2022	
	Percent	Numeric
Health educators community health workers	21%	21,400
Health educators	19%	11,200
Community health workers	25%	10,200

State and National Trends				
United States	Employment		Percent Change	Projected Annual Job Openings <sup>1</sup>
	2012	2022		
Community Health Workers	40,500	50,700	+25%	2,080
Iowa	Employment		Percent Change	Projected Annual Job Openings <sup>1</sup>
	2012	2022		
Community Health Workers	420	520	+24%	20

<sup>1</sup>Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

[Occupation Trends FAQs](#)

[Employment Trends by Occupation Across States](#)  
[Compare Employment Trends by Occupation](#)  
[Employment Trends by Industry and Occupation](#)

**National Data Source:** [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)  
**State Data Source:** [Iowa Workforce Development](#)

LETTERS OF SUPPORT

**From:** <Wintersteen>, "Wendy [AEX S]" <[wwinters@iastate.edu](mailto:wwinters@iastate.edu)>  
**Date:** Monday, December 1, 2014 at 7:48 PM  
**To:** "Dettmer, Helena R" <[helena-dettmer@uiowa.edu](mailto:helena-dettmer@uiowa.edu)>  
**Cc:** Christopher Squier <[christopher-squier@uiowa.edu](mailto:christopher-squier@uiowa.edu)>, "Acker, David G [AEX S]" <[dacker@iastate.edu](mailto:dacker@iastate.edu)>  
**Subject:** Re: UI Major in Global Health Studies

Dear Dr. Dettmer:

Thank you for your email and for consulting with our college regarding the proposed new major in Global Health Studies.

We have reviewed your proposal and see a well-presented case for a major set within a liberal arts framework, focusing in particular on the related social sciences and humanities.

We do not see significant overlap with our Global Resource Systems undergraduate major which is set within a biological/physical science and technology framework.

In your email you asked if we had suggestions. You may wish to consider a letter from your College of Public Health regarding a pipeline for graduate students.

Best wishes for success in developing your new major.

Sincerely,

Wendy Wintersteen

Wendy Wintersteen  
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Prof. Christopher Squier, Director  
Global Health Studies Program  
N406 DSB, University of Iowa  
Iowa City, IA 52242

October 12, 2014

Dear Chris,

It is with great pleasure that I provide a letter of support regarding the proposed *interdisciplinary Bachelor of Arts degree program in Global Health Studies* to be established at the University of Iowa. As a presenter at the Global Health Conference at the University of Iowa on two occasions (2001 and 2011), I have realized the tremendous attraction and value of activities organized by the Global Health Studies Program. Beyond interacting with co-presenters, it was interactions with students enrolled in the associated course that provided insights regarding the real meaning and impact for the next generation.

As a social scientist who has collaborated extensively over three decades in the classroom and in the field in Africa and Asia with specialists in community health, nutrition, law, economics, agronomy, engineering, and communications, and with community development practitioners, I view the proposed program as constituting a truly important contribution to B.A. level education and to global health practice – in Iowa, in the U.S., and internationally. I particularly appreciate the program's emphasis on interdisciplinary teaching, extensive study abroad experience, and in-depth language study.

As founding Director (2003-2008) of Iowa State University's Center for Sustainable Rural Livelihoods (CSRL), and lead investigator of a recently concluded 5-year USAID-funded project that linked agriculture, nutrition and marketing in Uganda and Rwanda, I believe that the numerous international partnerships and projects of Program Faculty at the University of Iowa will serve as a great resource for identification of capstone experience issues and opportunities for the program's students. CSRL has been engaged in collaborative program work in Uganda since 2004 with Makerere University and an indigenous non-governmental organization, providing training and support for a multidimensional sustainable development program for 1200 small scale farming households and their communities. This has provided opportunities for many students and faculty to engage, learn, and contribute to real change.

I greatly appreciated your leadership while serving as President of the Heartland Global Health Consortium, with which I have been involved since its establishment. HGHC's multidisciplinary and multi-institutional structure facilitates enthusiastic contributions from participating members. I foresee mutually beneficial relationships between the new degree program and HGHC's evolving activities.

With best wishes for success in the new interdisciplinary B.A. program in Global Health Studies,



Robert E. Mazur, Professor and  
Associate Director, Center for Sustainable Rural Livelihoods

**GLOBAL HEALTH STUDIES PROGRAM STEERING COMMITTEE**

David Bedell, MD Clinical Associate Professor Family Medicine Carver College of Medicine	Christopher T. Buresh, MD, MPH Clinical Associate Professor Emergency Medicine Carver College of Medicine
Margaret Carrel, PhD Assistant Professor Geographical and Sustainability Sciences College of Liberal Arts and Sciences	Peter Damiano, DDS, MPH Professor Director, Public Policy Center Director, Health Policy Research Program Preventive and Community Dentistry
Mariola Espinosa, PhD Associate Professor Department of History (Latin American Studies) College of Liberal Arts and Sciences	Laurence Fuortes, MD Professor Occupational and Environmental Health College of Public Health
Carol Gorney, PA-C Clinical Associate Professor Physicians Assistant Studies and Services Director of Clinical Education, Physician Assistant Program Carver College of Medicine	Paul Greenough, PhD Professor Department of History, CLAS, and Community & Behavioral Health, CPH Founder and co-director of the UI Global Health Studies Program
Maureen McCue, MD, PhD Adjunct Clinical Professor in Public Health Adjunct Professor in Medical Anthropology UI Global Health Studies Program College of Public Health	Robin Paetzold-Durumeric, MBA Global Programs Director Carver College of Medicine Global Health Distinction Track in the College of Medicine
Edith Parker, PhD, MPH (membership effective Spring 2015) Professor and Head Community and Behavioral Health College of Public Health	Ted Powers, PhD Assistant Professor Anthropology and Global Health Studies Program College of Liberal Arts and Sciences
Hazel Seaba, MS Associate Dean Assessment, Curriculum, and Compliance Clinical Professor, Applied Clinical Sciences College of Pharmacy	Christopher Squier, PhD, DSC Professor Oral Pathology, Radiology and Medicine College of Dentistry
<b>Director of the Global Health Studies Program</b> James Tamerius, PhD Assistant Professor Department of Geographical and Sustainability Sciences College of Liberal Arts and Sciences	