

DECISION PACKAGE TITLE: The Center for Global Health

Recommendation Summary Text

The Center for Global Health (CGH) would synergize a current group of diverse faculty and students in various allied health fields at WWU working on local and global public health. The CGH could directly influence key college, university, and WA state strategic initiatives associated with public health as the CGH centers its mission on principles of equity, diversity, and inclusion. Addressing and solving some of the most vexing contemporary global health issues requires interdisciplinary collaboration that transcends academic administrative units. Currently, the faculty working in this area are spread across diverse programs and departments: Health and Human Development (HHD), Sociology, Anthropology, Psychology, History, Women Gender and Sexuality Studies (WGSS), Human Services as well as colleges, including Colleges of Humanities and Social Sciences (CHSS), Science and Engineering, Woodring, Fairhaven and Huxley. This team of faculty has already initiated projects and events (e.g., the Fraser Lecture Series on Global Health and the recent Western Regional Global Health Conference) but lacks a formal structure and administrative unit to expand the scope and impact of their efforts. The CGH's mission is to collaborate with and empower communities locally and globally through education, research, advocacy, and implementation of evidence-based and sustainable public health initiatives to improve public health and increase global health equity. The CGH would achieve this mission by establishing a minor in Global Health, enhancing outreach and programming for underserved communities, securing extramural funding from governmental and non-governmental agencies, sponsoring and organizing events and conferences on global health, and soliciting and obtaining funding through philanthropic and industry partners to support its mission.

Fiscal Detail: [tBO WILL COMPLETE THIS SECTION BASED ON BUDGET FORMS]

	2019-20	2020-21	2019-21
RESOURCES			
Fund xxx, Net Tuition			
Fund 001, General Fund - State	\$ -	\$ -	\$ -
Total Resources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

USES (EXPENDITURES)			
Faculty	\$ -	\$ -	\$ -
Graduate Teaching Assistants	\$ -	\$ -	\$ -
Exempt	\$ -	\$ -	\$ -
Classified	\$ -	\$ -	\$ -
Hourly	\$ -	\$ -	\$ -
Salaries and Wages	\$ -	\$ -	\$ -
Employee Benefits	\$ -	\$ -	\$ -
Goods and Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Total Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

STAFFING FTE (B6)		
Faculty	0.00	0.00
Professional Staff	0.00	0.00
Classified Staff	0.00	0.00
Hourly	0.00	0.00
Total FTE	<u>0.00</u>	<u>0.00</u>

Package Description: Goals and Outcomes of the Center for Global Health

The Center for Global Health (CGH) aims to collaborate with and empower communities through education, research, advocacy, and implementation of evidence-based and sustainable solutions to improve the health of communities while reducing health disparities and increasing global health equity. The project is of significant size and scope and is beyond the funding capability of CHSS or CSE and is interdisciplinary by nature, and thus cuts across colleges and programs. The need for such a Center has existed at WWU for over a decade, and perhaps longer. The expected outcomes are clearly articulated and align well with WWU's Strategic Plan and strategic initiatives recently developed by the Faculty Affairs Council in CHSS. The scope of interest in the CGH, evidenced by interested faculty, Deans, and students, is evident. The identified faculty are all experts in global health and are already working in this capacity despite the numerous barriers in place because they cut across colleges, departments, and programs. The recent award of the Fraser Lecture Series to this group and their existing collaboration speak to its potential. With a strategic investment in staff and faculty TT lines, the Center for Global Health can become a reality at WWU and meet profound needs in expanding public health outreach to the citizens of the State of Washington and the globe.

The specific goals and associated outcomes from establishing the CGH are:

1. Goal and Outcome: Expand WWU's programs in allied health by designing and supporting a minor in Global Health that would support the expanding allied health programs in CSE, CHSS, Woodring, Huxley College of the Environment, and Fairhaven. Two TT lines would support the teaching and development of the Global Health Minor, with one line shared between HHD (Public Health) and WGSS and one shared between Sociology and Anthropology. The Global Health minor would also provide critical and cohesive courses for students interested in allied health who do not have an established administrative unit and sense of community due to the varied departments and disciplines in which they are situated. Current pre-health tracks at Western are: Pre-Chiropractic, Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Nutrition, Pre-Optometry, Pre-Occupational Therapy, Pre-Pharmacy, Pre-Physical Therapy, and Pre-Physician Assistant. The CGH and its programs and minor would be a unifying opportunity for students from diverse health interests and support the expanding strategic investments at WWU in allied and public health related course work. Moreover, allied health and medical graduate schools often seek to enroll students from a broad array of undergraduate majors and look favorably on additional public health education and experience. An undergraduate education in public and global health provides a foundation upon which those choosing to join the allied health force could build upon. Prevention and population health is as much a part of the medical role as cure. Allied health professionals will be increasingly called upon to look beyond their individual patients to improve the health of the population. Their education at all levels should ensure that they are equipped to make the most of this approach and to incorporate public health knowledge. The minor in CGH would provide a critical suite of classes with a liberal arts framework and international public health focus that will continue to build on

addressing shortages in allied health professionals. In January of 2020, we recently learned that Representative and Speaker Frank Chopp contacted WWU about how to expand access within the state system for behavioral health education and training. Becca Kenna-Schenk stated in an email that, “There’s a pretty good chance Rep. Chopp will secure state funding in the 2020 session for expanding access to behavioral health education and training programs.” HHD was asked by Chopp, Kenna-Schenck, and Dean Paredes, “how can WWU help address the statewide need for behavioral health workers, and how much funding do we need to do it?” It is clear there is a need, interest, and current and potential support from the state, philanthropic, non-governmental and other stakeholders to expand access to allied health programs and the CGH and a minor in Global health would help support multiple initiatives currently in progress.

2. Goal and Outcome: Provide financial and other forms of support for interdisciplinary global health research through fellowships and other means to support faculty and students across disciplines to coordinate efforts and talents in interdisciplinary global health education and research. Currently, faculty working in Global Health lack an institution and structure to help facilitate interdisciplinary research. The Director of the CGH would help identify, administer, and secure the myriad funding opportunities in global health. The Director could serve as the liaison between faculty associates, RSP, and national and international agencies that support global health ([Agencies supporting global health](#)). In addition, the CGH could provide seed money to support interdisciplinary faculty teams and students to develop and submit grants. Similar models exist in several top institutions and have shown great success in increasing extramural funding to help solve critical public health issues (see: [Consortium of Universities for Global Health](#)). Promoting interdisciplinary research, fostering partnerships with foreign institutions and advocating for evidence-based policies are critical ways WWU can advance global health initiatives. In addition, the CGH could provide seed funding and other support to secure extramural funding for research and evaluation of culturally appropriate and innovative evidence-based global health programs. Public health professional associations in the U.S. and internationally state that public health professionals and researchers should strive to not simply study communities in need but actively work with these communities to support and empower them to achieve their health goals and increase global health equity (e.g. [Health Equity Policy Statement by APHA](#)). The CGH would facilitate faculty- and student-led local to global health programming that can address critical health issues, including but not limited to, vaccination uptake, access to clean water, reproductive health issues and impending health challenges associated with climate change. This goal and subsequent outcome gives allied health students at WWU practical and applied experience working with underrepresented communities from Whatcom County to the world. These experiences could help WWU increase ethnic and racial diversity in allied health professions, as allied health and pre-healthcare programs remain underrepresented across allied health professions or are well represented only in low-paying positions in allied health. Barriers to improving equity and inclusion in allied health are many, but at the baccalaureate level, oft-cited barriers include inadequate academic preparation, limited knowledge/awareness of health careers, and challenges in financing a college education. The CGH

could provide real world service learning opportunities for faculty and students in allied health to work directly with a broad array of communities and initiatives that has several direct benefits and outcomes. These include helping recruit diverse students to allied health programs and better prepare students for a variety of allied health careers by giving them high-impact learning experiences that will improve retention. In addition, faculty and students will provide direct and measurable benefits for the communities they serve, bridging the research to practice gap and helping our faculty and students solve real world problems and “make waves.” These scholarly efforts would lead to the dissemination of evidence-based public health programming through scholarly and other communication channels to help make the findings accessible and add to the public health knowledge base. This process would create a rich source of open access data and research that would be used to adapt programs and help shape future programming. Moreover, the vast majority of major institutions engaging in this work contain similar Centers or Institutes and the existence of a center at WWU would enhance our competitiveness and allow WWU collaborate with other Centers in WA State (e.g., [WA Global Health Alliance](#); [UW Global Health Resource Center](#)).

3. Goal and Outcome: Facilitate regular campus programming and community outreach events. This could include but would not be limited to bringing in guest speakers from around the world who are working on the frontlines of Global Health, facilitating student research presentations through an annual Global Health Symposium, and housing a student club for Global Health.

4. Goal and Outcome: Provide public outreach and advocacy to help the center attract and solicit funds raised from philanthropic partners, support publishing in academic journals and other outlets, and increase visibility of the work being accomplished. The CHG would engage the broader health community in Bellingham and the State of Washington by providing public information that is timely, evidence-based, and informative. The scope of these outreach activities would include bulletins, public notices, formal and informal workshops, seminars, symposia, and conferences. The CGH would help solidify and expand existing partnerships and collaborations with Whatcom County Department of Health and other public institutions at various levels to serve the citizens of Washington and the numerous non-profit agencies in Bellingham and surrounding areas. The Center would also facilitate research partnerships with individuals throughout the globe who are not affiliated with other academic institutions but are key stakeholders in global public health. In this way, WWU would serve is a regional center of engagement for public health.

Strategic Plan Impact

CHSS has a stated goal of promoting intellectual exploration and offering a wide array of learning experiences through multi-disciplinary curricular and co-curricular opportunities ([CHSS Strategic Plan](#)). The Center would facilitate CHSS having a deeper and more meaningful engagement with the global health community. The objectives of the Center

all support this intellectual exploration at a capacity not previously held by any department or college while also allowing WWU to support health equity at the local and global level. Additionally, this project supports the CHSS strategic plan through attracting and *retaining* talented faculty and staff by supporting their research and advocacy (CHSS G-2). The Center will also attract high caliber students who are increasingly interested in enriching their education by engaging with health in a global context (CHSS G-2). As mentioned, there is a known need for increasing the ability for faculty and students to collaborate with communities on complex issues. The Center provides resources and physical space to support activities, from research to international programming, that expand the capacity of students, faculty, and staff to produce knowledge, think critically, and communicate effectively on a global scale (G-3). A primary goal of the Center is to allow staff and faculty to engage in research *and* service tied to the needs, challenges, and opportunities of global communities that inherently expand opportunities for students to engage in cooperative community-based learning in local-to-global contexts (G-4). Not only does the Center address all of the stated goals of CHSS, it allows the college to enter a reciprocal and mutually beneficial relationship with the communities that CHSS partners with increasing health and *educational* equity.

The Center for Global Health's mission, goals, and projected outcomes directly supports the mission, values, and every goal of the WWU Strategic Plan. The CGH's minor will help recruit, engage, and graduate diverse, engaged and in demand public health and allied health professionals ([Goal 4](#)). The CGH's proposed collaborative and multidisciplinary research and educational projects will provide direct and measurable knowledge and skills acquired and applied in local and global communities. These skills will be applied by students and faculty to tackle new and evolving complex global health challenges ([Goal 1B](#)). The activities of CGH also provide transformative academic experiences and encourages collaborative research, action and programming that works towards health equity and social justice in local and global communities ([Goal 1B](#)) and ([Goal 3](#)). This is especially critical in a time where, as academics, we must shift our focus from simply learning about, or studying, other communities to using our privilege and resources to work alongside and support those communities for the betterment of health and equity. The cooperation and collaboration with local and global communities allows students to interact with and apply learned leadership skills in a variety of contexts that directly increases Washington's impact ([Goal 2A](#)). Cooperation with communities and working alongside them increases the depth of active engagement Western, its faculty, and students have with various cultures and peoples in a meaningful and mutually beneficial way ([Goal 2F and 2H](#)). The Center for Global Health allows us to reframe our role as academics and students at Western by giving back and fostering respectful collaborative relationships with community partners and underrepresented or underprivileged groups in order to advance equity and social justice through increased access to health ([Goal 4](#)). Strategically, the CGH aligns with state (e.g. [WA State Department of Health](#)), national (e.g. [Senate Bill October 2019](#)), and international governmental (e.g., [World Health Organization](#)) and non-governmental (e.g. [Bill and Melinda Gates Foundation](#)) strategic initiatives. Having a diverse, robust and well-trained public health and health care workforce is essential to improving the quality of

care in our current health care delivery system. In order to achieve this, allied health educational programs need to develop active, engaged, and diverse faculty and students with a public health foundation involved in innovative education and research. The CGH would ensure WWU is making important contributions to global health in Whatcom County and the world.

The CGH also directly supports two critical priorities developed by Governor Inslee. The CGH would directly impact the number of students enrolled in STEM and identified high-demand employment programs in public 4-year colleges and universities supporting Goal 1.3 of the [World-class education priority](#). In addition, the CGH would support [Goal 4: Healthy and safe communities](#) by preparing allied health and public health professionals to work across a range of in-demand disciplines and by working directly with communities to develop innovative, evidence based approaches to the myriad health issues faced by these underserved communities.

Facilitating Outreach and Partnerships

The CGH has the potential to be the administrative and managerial unit that could facilitate and maintain key partnerships with local and state-wide allied health organizations. These arrangements would help facilitate practical, service-learning, and internship experiences for all public health and pre-healthcare students at WWU. Currently, no entity exists specifically to facilitate these contractual arrangements that often require specific qualifications and processes because of the sensitive nature of the work our students do with and for these organizations (e.g., background checks, first aid/CPR training). For example, two programs in HHD have a 400-hour, 10-week 12 credit internship requirement (Recreation Management and Leadership and Public Health) with approximately 125 students annually. Many of these internship placements are with local allied health organizations (e.g, senior centers, PeaceHealth, Island Hospital). In addition, students have internship and practicum arrangements with allied health agencies (e.g. physical and occupational therapy) that require direct and collaborative contractual arrangements set up by students and faculty in those respective departments and programs. The CGH could facilitate many of these arrangements and experiences and be a resource for faculty and students in public health and allied health at WWU. In addition, the CGH would set up a Professional Advisory Council (PAC) with key agencies to help guide its mission and potentially support the Center financially. This process would provide a much needed communication bridge between key allied health agencies in Whatcom County and the State and WWU. Similar PAC models are found in the at WWU in College of Business and Economics ([Advisory Board](#)) and CSE ([Advancement Board](#)). The PAC administered through the CGH will provide a crucial service to faculty and students involved in allied health at WWU.

Consequences of Not Funding and Space/Equipment Needs

If the proposal is not funded, WWU would miss a critical opportunity at a crucial time when the state legislature and the Governor of the State of WA are looking to WWU to

develop engaged, diverse, and prepared students in allied and public health. The demand for pre-healthcare at WWU will continue to grow and the CGH will help provide students with a public health base to prepare students for careers in a in-demand and growing field. This proposal will also help to retain talented faculty interested in global health currently doing excellent work with little to no support across departments and colleges.

There is potential space in the newly renovated Carver Academic Facility including CV 182 which could be the formal space for the Center. In addition, some office space will be available as several faculty from Chemistry and other units currently have office space in Carver. There is also a “suite” in CV 182 that could be a space shared by HHD students in the Public Health program and students working in the Center for Global Health. There is existing furniture and a reception desk in place.

Positions Requested to Support

The below positions are being requested to support the Center for Global Health

- Director (\$125,000 plus fringe benefits)
 - Faculty, full time- 12 month
- Two Administrative Assistants (\$50,000 each plus fringe benefits)
 - One administrative assistant (Program Coordinator) would function primarily as program support and grant writing assistance. The other (Administrative Assistant 2 or 3) would offer administrative and clerical support.
- Two TT faculty lines (One TT line shared by HHD and WGSS and one TT line shared by Sociology and Anthropology (\$70,000 each plus fringe benefits)
 - The two TT lines would support the need for additional courses that would be required to support a Global Health Minor. Though many of the courses do exist in current curriculum, there would be demand for more sections and additional seminars/courses specifically focused on Global Health.

The recurring costs will be for salary and fringe benefits for the administrative staff positions and tenure track faculty lines. In addition, computer and other technological support would be recurring. Recurring costs also need to be considered for operating budgets, travel for faculty, and libraries. Finally, recurring support for pilot projects could provide opportunities for faculty to develop proposals and produce pilot data that could be used to secure extramural funding through various public health agencies and institutes.

- Seed funding/Global Health Program Support \$200,000
 - Operating budgets
 - Libraries
 - Seed funding for programming
 - Travel funding
 - Support for student engagement

- This will be recurring for 5 years then will be replaced through grant funding and outside philanthropic support

- 3 Speakers per Academic Year \$17,500
- Campus Programming/Community Outreach \$10,000
- 1-2 Research Fellowships per academic year \$50,000

One Time Funds Requested

The one-time non-capital request would be for computer workstations and global health informational resources and potential signage for the Center. In addition, website development and other initial marketing support would be required. Start-up packages, moving expenses, and searchers for new TT lines and/or the center Director would also be anticipated.

Use this tab to enter personnel budget

All Positions assumed to be permanent & recurring unless noted otherwise

Enter Proposed Annual salary, Headcount, and FTE

PLEASE INCLUDE BOTH HEADCOUNT AND FTE

STATE BIENNIAL BUDGET REQUEST YEAR 1

FY2021-22

STATE BIENNIAL BUDGET REQUEST YEAR 2

FY2022-23

POSITION TITLE	Full Time Average CUPA Salary (Divisional Budget Personnel to Provide CUPA)	FY2021-22						FY2022-23					
		Proposed Annual Salary	Headcount	FTE	Budgeted Salary	Benefits	TOTAL	Proposed Annual Salary	Headcount	FTE	Budgeted Salary	Benefits	TOTAL
Faculty Salaries													
Director		\$ 125,000	1.0	1.00	\$ 125,000	\$ 34,677	\$ 159,677	\$ 128,750	1.0	1.00	\$ 128,750	\$ 35,367	\$ 164,117
Total Professors		\$ 125,000	1.0	1.00	\$ 125,000	\$ 34,677	\$ 159,677	\$ 128,750	1.0	1.00	\$ 128,750	\$ 35,367	\$ 164,117
HHD/WGSS	\$ 68,848	\$ 73,041	1.0	1.00	\$ 73,041	\$ 25,113	\$ 98,154	\$ 75,232	1.0	1.00	\$ 75,232	\$ 25,516	\$ 100,749
Sociology/Anthropology	\$ 67,227	\$ 71,321	1.0	1.00	\$ 71,321	\$ 24,796	\$ 96,117	\$ 73,461	1.0	1.00	\$ 73,461	\$ 25,190	\$ 98,651
Total Assistant Professors		\$ 144,362	2.0	2.00	\$ 144,362	\$ 49,909	\$ 194,271	\$ 148,693	2.0	2.00	\$ 148,693	\$ 50,707	\$ 199,399
Non Tenure-Track					\$ -	\$ -	\$ -				\$ -	\$ -	\$ -
Total Non Tenure-Track		\$ -	0.0	0.00	\$ -	\$ -	\$ -	\$ -	0.0	0.00	\$ -	\$ -	\$ -
Faculty Salary and Benefit Total		\$ 269,362	3.0	3.00	\$ 269,362	\$ 84,586	\$ 353,948	\$ 277,443	3.0	3.00	\$ 277,443	\$ 86,074	\$ 363,517
Professional Salaries													
Exempt Professional Staff Salary and Benefit Total		\$ -	0.0	0.00	\$ -	\$ -	\$ -	\$ -	0.0	0.00	\$ -	\$ -	\$ -
Classified Salaries													
Program Coordinator	51,240	\$ 54,361	1.0	1.00	\$ 54,361	\$ 23,229	\$ 77,590	\$ 55,991	1.0	1.00	\$ 55,991	\$ 23,576	\$ 79,567
Administrative Assistant 3	49,932	\$ 52,973	1.0	1.00	\$ 52,973	\$ 22,934	\$ 75,907	\$ 54,562	1.0	1.00	\$ 54,562	\$ 23,272	\$ 77,834
Classified Staff Salary and Benefit Total		\$ 107,333	2.0	2.00	\$ 107,333	\$ 46,163	\$ 153,497	\$ 110,553	2.0	2.00	\$ 110,553	\$ 46,848	\$ 157,401
Student Salaries													
Student Salary and Benefit Total		\$ -	0.0	0.00	\$ -	\$ -	\$ -	\$ -	0.0	0.00	\$ -	\$ -	\$ -
Total Salary and Benefits - All Positions		\$ 376,695	5.0	5.00	\$ 376,695	\$ 130,750	\$ 507,445	\$ 387,996	5.0	5.00	\$ 387,996	\$ 132,922	\$ 520,918

WESTERN WASHINGTON UNIVERSITY

Center for Global Health

STUDENT FTE (1FTE =15 Student Credit Hours) GENERATED FROM PROPOSAL



FY2021-22 FY2022-23

0 0

STATE BIENNIAL BUDGET REQUEST YEAR 1

STATE BIENNIAL BUDGET REQUEST YEAR 2

FY2021-22

FY2022-23

Salary & Benefit Information Automatically Populated from Personnel Budget Tab

DO NOT ENTER SALARY & BENEFITS DATA HERE

Faculty Salaries
Professional Salaries
Classified Salaries
Student Salaries (Graduate Assistants, Hourly Student, etc)
Benefits

Employee FTE	One Time Costs	Recurring Costs	Total Costs	Total Cost Per SFTE
3.00		\$ 269,362	\$ 269,362	
0.00		\$ -	\$ -	
2.00		\$ 107,333	\$ 107,333	
0.00		\$ -	\$ -	
5.00		\$ 130,750	\$ 130,750	
Total Salaries & Benefits		\$0	\$507,445	\$507,445

Employee FTE	One Time Costs	Recurring Costs	Total Costs	Total Cost Per SFTE
3.00		\$ 277,443	\$ 277,443	
0.00		\$ -	\$ -	
2.00		\$ 110,553	\$ 110,553	
0.00		\$ -	\$ -	
5.00		\$ 132,922	\$ 132,922	
		\$0	\$520,918	\$520,918

Enter "Goods and Services" here

Supplies and Materials
Professional Service Contracts (please detail below)
Equipment and Personal Technology - including new faculty set-up costs *
Other Goods and Services (includes memberships, supplies, materials)

Employee FTE	One Time Costs	Recurring Costs	Total Costs	Total Cost Per SFTE
		\$ 17,500	\$ 17,500	
		\$ 175,000	\$ 175,000	
	\$ 50,000		\$ 50,000	
		\$ 60,000	\$ 60,000	
Total Goods and Services		\$50,000	\$252,500	\$302,500

Employee FTE	One Time Costs	Recurring Costs	Total Costs	Total Cost Per SFTE
		\$ 17,500	\$ 17,500	
		\$ 175,000	\$ 175,000	
		\$ -	\$ -	
		\$ 60,000	\$ 60,000	
		\$0	\$252,500	\$252,500

Enter "Travel" here

Lodging
Automobile Rental
Air Travel
Ground Transportation
Other travel costs

Employee FTE	One Time Costs	Recurring Costs	Total Costs	Total Cost Per SFTE
			\$ -	
			\$ -	
			\$ -	
			\$ -	
	\$ 15,000	\$ 25,000	\$ 40,000	
Total Travel		\$15,000	\$25,000	\$40,000

Employee FTE	One Time Costs	Recurring Costs	Total Costs	Total Cost Per SFTE
			\$ -	
			\$ -	
			\$ -	
			\$ -	
		\$ 25,000	\$ 25,000	
		\$0	\$25,000	\$25,000

Total Expenditures (including Indirect Costs) \$65,000 \$784,945 \$849,945 \$0

\$0 \$798,418 \$798,418 \$0

* Set-up for new Faculty Positions should be included, ranging from \$7,500 to more than \$75,000, depending on discipline.