



## tropEd Feb GA (Online) 2022

Feb 10 - Feb 11, 2022

<b>Participants</b>	1
<b>Session 1: Office Update and Accreditation</b>	2
Reviewing Oct GA Minutes	2
Office Update	2
Course Accreditation	3
WG Updates	3
<b>Session 2: Scientific Session</b>	5
Scientific Session: Kate Whitfield	5
WG Scientific Session	5
<b>Session 3: Strategic Vision &amp; An-Najah Site Visit</b>	6
WG Strategic Vision & Recognition	6
Profile and Vision Documents	6
tropEd Recognition	8
An-Najah Site Visit	9
<b>Session 4: University of Bonn Application &amp; Wrap-Up</b>	11
Presentation University of Bonn (Prof. Bruchhausen)	11
Q&A	11
Independent Discussion	12
Final Recognition Document	13
President Election	14
News and Events	14
<b>New WGs</b>	14
Executive Secretary	Guenter Froeschl (LMU)
Secretariat	Romy Kuempfel (LMU)
President Elect	Marie Lindkvist (Umea)

## Participants

Guenter Froeschl (GF)	LMU
Romy Kuempfel (RK)	LMU
Karin Gross (KG)	Swiss TPH
Alberto Matteelli (AM)	Brescia
Govert van Heusden (GvH)	ITM
Rodney Reynolds (RR)	Individual
Marie Lindkvist (ML)	Umea
Cecilie Svanes (CS)	Bergen
Bente Moen (BM)	Bergen
Martina Manhart (MM)	Individual
Jani Puradiredja (IP)	BNITM
Yolanda Amat (YA)	ISGlobal
Nuria Casamitjana (NC)	IsGlobal
Bruno Broucker (BB)	ITM
Angel Phuti (AP)	Charité
Hans-Friedemann Kinkel (FK)	Charité
Eva Mertens (EM)	BNITM
Georgina Pearson (GP)	QMU
Beatrice Formenti (BF)	Brescia
Mahdi Abdelwahab (MA)	KIT
Lisanne Gerstel (LG)	KIT
Lisa Hoffaeller (LH)	LMU
Michael Galatsch (MG)	Witten Herdecke

Institutional Members: 13

Individual Members: 2

# Session 1: Office Update and Accreditation

## Reviewing Oct GA Minutes

- One edit still needed to be made based on remark by GvH
- No objections to Oct GA Minutes
  - **Unanimously accepted**

## Office Update

- Transfer of office not taken place yet
  - Financial revision at summer GA
  - Axel remains interim-treasurer until the Summer
- Annual Report will be send around after the GA
  - Results will be presented at the Summer GA (Ifakara)
- Membership issues
  - Application to tropEd by Bonn University
  - Palestine Application in final stages → Site visit was conducted online and the report is now to be voted on
  - Khon Kaen: Initiation of exclusion procedure
    - Yes: 9 → before initiating first contact again via FB (Govert will get in contact right away)
    - Abstention: 2
      - Comment: Is it a matter of communication or willingness to be part of the network? Maybe try to find a different channel of communication before initiating exclusion procedure
    - Geneva, LSHTM and Uppsala left network at the end of the last year
- Voting of new president
  - Suggestions: Ralf Weigel and Jani Puradiredja
    - Michael Galatsch will ask Ralf Weigel whether he would like to accept the nomination
- Re-election of **ex officio** and new **executive secretary**
  - To be voted on at the Summer GA (Ifakara)
  - RR willing to run again as EO but issues of time zone need to be taken into consideration
  - GF willing to run again as ES
- Bente Moen leaving the tropEd network as representative for Bergen University
  - Introduction of Cecilie Svanes
    - Background in respiratory health and teaching in Epidemiology
- Further new representatives from KIT and QMU
  - Georgina Pearson (QMU): Programme lead for the MSc
    - Background in Anthropology of Public Health (long-term ethnographic epidemiological work; next project in Uganda on infection prevention control measures for people providing care in home and healthcare settings)

## Course Accreditation

- Marie: no major comments
- Alberto: minor remarks on the courses → Cat 2
- Rodney: no major comments → both courses Cat 1
- Govert: Bente joined review process instead of Cecilie; minor remarks → Cat 2
  - Assessment procedures
  - Alignment between content and learning objectives
  - TB Epidemiology: Part of the form was missing (evaluation and lessons learned)
    - Update literature list

## WG Updates

- **WG Wikipedia**
  - entries finalised; [German version already accessible](#) and EN version still under review (pending clearance due to self-reference)
  - See EN on [Google Drive](#) currently under review
  - Ongoing modifications by the public: German version already being edited → need to continuously check the entry and edits made
  - Plan to close the WG
  - Comments
    - Impact section: objection to formulation of the paragraph (GvH)
      - To draft a better formulation
    - What modifications were made in the GE version and by whom were they made?
      - Mainly wording comments made
      - No content edits
    - How regularly do we check the information on wikipedia and validate the correctness of the information?
      - Guenter regularly checking content
  - WG CLOSED
- **WG Accreditation procedure and course submission**
  - Concept was developed on new procedure
  - Use online tool for course data entry → standardise accreditation process and data entry (e.g. max word count for content)
  - Regulate how comments on the course can be made by reviewers
  - Biggest challenge: track change mode not feasible with online tool
    - Reviewers can only provide comments in a comment field e.g. as it is now in course sheets under section 26
    - Implementation is still the biggest challenge
  - In contact with Francisco to implement such a tool and what is possible

- After technicalities are clarified, a new accreditation procedure proposal will be drafted and sent around to the network which is then open to discussion and feedback by reviewers
- **WG Teaching in times of COVID-19**
  - **Include student perspective as well in another survey round (NC)**
  - Jani willing to continue the work in this group
  - Any comparison between the two survey rounds? Any changes throughout the pandemic? (AM)
    - Yes: Biggest change in adapting to new learning methods; tentativeness in beginning of how to move forward with new methods; to what extent to stick with online teaching; positive impact on equity
  - We can look in more depth into specific aspects
  - Compare student and teacher impacts of the pandemic (AM)
  - **Scope to probe to reach some conclusions regarding attitudes towards digital ways of learning? (Willingness of institutions to innovate)**
    - Hostility from top-down towards youth of electronic devices in classrooms extending to not wanting students to access real-time lectures via electronic devices → consider attitude of institutions towards learning of using online tools (motivation for hybrid formats and being creative with the tools)
      - Institutional perception
      - Institutions reluctant to change old ways of learning and teaching
    - Learn more from institutions how they implement the newly learned teaching and learning methods and whether they are reforming old didactic methods
  - Case of KIT: Plagiarism during an online exam
    - How valid are the methods of online exams?
      - Privacy issues
    - Assessment = major challenge
    - Combination of teaching = hybrid teaching and learning
  - Case of Swiss TPH
    - Different approaches for different courses
      - Some will remain fully online
      - Some courses are switching now to hybrid formats
        - How to get equal groups in person and online and work interactively
  - Data already highlights divergent opinions and trends at institutions
    - Assessment question already addressed in past surveys → follow-up further
  - Conditions are different in every institution and may affect the choices made  
→ attend to contexts of institutions in their decisions on changing teaching and learning methods

- **How to move forward?**
  - Survey directed towards students?
  - Jani will look at survey data again of the second round and will work out what to look at in more detail considering propositions made at this meeting → draft which will then be shared with everyone involved during the first manuscript
  - People who are interested in participating please contact the secretariat!
    - NC, GF and JP remain within the group
    - Secretariat will collect names of people who will want to join and forward the final list to Guenter and Jani
      - RR

## Session 2: Scientific Session

### Scientific Session: Kate Whitfield

Research questions posed:

- Are institutions transitioning to more sustainable practices?
- What is helping in making these transitions?
- What is hindering such transitions?

Opportunities for tropEd

- Low carbon meetings
  - Virtually
  - Accessible by train
  - Support sustainable mobility
- Put sustainability on the agenda of the network
- Facilitate learning on sustainability among institutions
- Build competencies in sustainability
- Calculate carbon emissions/estimates of the network and include in the annual report

### WG Scientific Session

- Institution that suggest a topic should join the WG in the planning
- Take advantage when having f2f meetings that scientific session focuses on the hosting institutions
- Formalise sessions
- Keep the WG as standing WG that structures the planning → not formalise too much who is part of this group but keep a flexibility
- Keep expertise and events in mind → incorporate events in global health strategically
- Motivate institutions to engage
- Focus on didactics and make use of the knowledge on this topic within the network
- Create list of topics
  - Prevent losing topics or short term planning

- Avoid pop-up sessions
- Have specific outcome as tropEd network
  - Either pedagogical or scientific
  - Set goals for the year (what to focus on?)
- Iterative sessions; do not overregulate

## Session 3: Strategic Vision & An-Najah Site Visit

### WG Strategic Vision & Recognition

- Aim today: come to an agreement for vision statement, profile document
  - Close the WG as it is
- Already vote on the recognition document as it is right now and then move on with a new WG on the remaining issues

### Profile and Vision Documents

- Values and objectives of tropEd as discussed in the past synthesised in two new documents: [vision statement](#) and [profile document](#)
- Old **profile document** has come out of date and with the new website the aim was to streamline this document and focus on a concise way of presenting tropEd to the public → RR and GF drafted new profile statement which removed redundant information from the old document (from 2013)
  - Be more streamlined how we present tropEd linguistically
  - One pager that can also be used as advertisement by representatives and institutions when presenting tropEd to external stakeholders and actors
  - Old profile document will be removed from the website and replaced by the new document
  - Feedback by members
  - 
  - **Final Vote: 11 members accepting; no rejection/abstention**
- **Vision statement:** based on multiple rounds of feedback RR distilled most essential elements into number of sentences that captured the essence of the tropEd vision
  - Feedback from the group regarding major objections (but no new process of feedback; aim to finalise these documents and vote on them at this GA)
    - Lisanne: some edits made; was there a literature review when drafting this document with regards to the evolving discipline of global health?
      - Need for the description of the field and reviewing literature → incorporate the global debate happening on the discipline of global health
      - Link on the website as well and show that tropEd is engaging in this discourse by attending to the literature
  - **Final Vote: 11 members accepting; no rejections/abstentions**





## tropEd Recognition

- [Re-presenting](#) the work so far and what was agreed upon in last sessions/GAs
- There are still some open issues regarding the accreditation of core courses and how to make changes without impeding the quality of accreditation procedures
- Vote on the recognition document as it is now does not yet include a solution for the core course issues → this will have to be dealt with in more detail in the future
- [Example of Umea](#) for discussing remaining issues with core course 'accreditation'/acknowledgement of non-home institutions
- Comments
  - Wording of formulation regarding work experience (resolved)
  - KG: 5 year period within which the studies have to be completed → is there more flexibility on this period? (reformulate this statement to grant more flexibility?)
    - Answer: this is to incentivise students to finish their studies within a reasonable time and extensions can be applied for
    - Change wording to: **... within five years after completing the core course**
  - GF: this issue was discussed and agreed upon already in prior GAs
    - There is always an option asking for an extension and we will have to see how these new changes affect institutions and what the experience will be. If need be we can adapt this again.
    - KG: Need willingness within GA to grant extensions and keeps an open mind regarding different routes of doing the MSc IH
      - Swiss TPH students often need to split up the core course → changes are being considered for the future of doing the MSc IH
      - Having completed core course as a condition to attend advanced modules is up to local regulation
- Example from Umea University
  - Discussion so far has focused on core course as it is and learning objectives → time to recognise equivalence in other 'core courses' (students can ask for equivalent recognition of non-core-courses making tropEd recognition possible)
  - We need to become more flexible (NC)
    - Core course in Barcelona is 30 ECTS
    - Sub-set of learning of learning objectives which belong to the core course criteria of tropED
    - No real problem with making e.g. Umea can accredit a core course
      - Accredite as equivalent to tropEd core course

- Identify potential core course offering institutions such as Umea and eliminate upper limits of ECTS and ask for lower limits of learning objectives → core courses with larger volumes can still get tropEd accreditation
  - How much do we accept for recognition?
    - Max. 20 ECTS for core course accepted for recognition
- Also KIT which currently fits in with the conservative core course regulations would appreciate opening up and more flexibility especially in times when institutions are redesigning their programmes
- General agreement on the need for more flexibility
- Create a new WG only on the core course issue?

## An-Najah Site Visit

- Presentation of the Site Visit Report
- Remarks by MG: no major comments to add
- Questions and Responses by An-Najah
  - Can you give more detail on the research conducted by the teachers at the University?
    - Response by Dr. Khayyat on the comments made following the virtual site visit
      - Credits: issue is already recognised and initiated process of finding suitable platform to translate credit hours
        - Further discussion upon acceptance
      - Research profile of the university: other publications and projects that the department is involved in (not always including students)
        - Strong collaboration with Swiss TPH → ongoing project (with already 5 publications)
        - Large project on domestic violence with Bristol University
        - Collaborations with Brazil and Nepal
        - Examples listed only projects by students and their Thesis projects
  - NC sees many opportunities for students in palestine to use tropEd institutions but how about students from tropEd institutions to come to palestine? Is that possible and what could that look like?
    - Response: it is easier to come to palestine for EU students than the other way around (due to visa regulations)
      - Many facilities to accommodate exchange students
      - It is the mission of university to support these students coming to Palestine
      - Problem is perception of coming to palestine rather than the actual effort to come
  - What about finances? Financing travel, accommodation and advanced courses?

- Response: Awareness about the financial concerns
  - Very active in ERASMUS+ programmes which offer mobility scholarships
  - Other scholarship opportunities.g. By university itself
- Statistics on size of the programme (RR)
  - In graduate programmes 2000 students of which 200 are international students?
  - 23 000 students in whole university
- GF: key element for identity of tropEd is accreditation procedure; new members benefit a lot from handing in course accreditation as soon as possible to learn more about the processes of tropEd → which course would Palestine hand in first for accreditation?
  - Response: Introduction to Epidemiology (easier)
    - Another course that still needs to be developed further: Environmental health
      - Would be very interesting for tropEd as a course
  - Recommendation by GF: Engage in this accreditation process as soon as possible to get familiar with tropEd
- Final round by tropEd without An-Najah
  - Visitors had a very positive impression of the institution and motivation and possibility to visit Palestine → security concerns did not seem to be a major issue as expected
  - Concrete example of what they can bring and get in a short-term
    - Get: more international collaboration; expose the young people of Palestine more to the international community and get opportunities
      - How much to consider politics in the decision by tropEd
    - Bring: Experiences the country and university has made due to the political challenges which can offer valuable insights; bring new perspectives to the network
  - Difficult to get an answer regarding what courses they would bring to the network
  - Do not focus too much on security questions in making this decision
  - AF: Heidelberg already had students from Palestine (very good students); group of students from gulf states in palestine would offer opportunity to open our network to an unreached group of people thus far; gain new target groups
  - GF: Challenges of the political environment should be in favour of an institution applying to tropEd; challenges should be a reason for institutions to join our network
    - Take the difficult situation even as an argument in favour of including Palestine in tropEd
  - Encourage them to submit a course on environmental health which would be a great asset for tropEd

## **Final Vote**

Accept: 10 Votes by members in favour

Reject: : 0

Abstentions: 0

### Next Steps

- Letter of Acceptance will be issued by the office
- Encourage University to submit a module to tropEd as soon as possible (keep track of this)

## Session 4: University of Bonn Application & Wrap-Up

### Presentation University of Bonn (Prof. Bruchhausen)

#### Q&A

- GvH: University Hospital and University → is it equivalent to other University programmes?
  - In Germany there have been some developments of separating medical faculties from the general University; University Hospital has its own administration but is still partly embedded within the University
  - Similar system to Munich and Heidelberg
- GvH: What is the professional background of students? And where do they go after?
  - Aim of the programme was to prepare students to work in policy and organisations e.g. public health institutes
  - Less research focused and more focused on governance and policy in global health
  - Majority of students go to public health institutions at different levels
  - Background also mainly from public health
- Some regret of not having more German students → tackle this issue to include medical students in order to have a more diverse groups of students
- LG: Is this course/broader faculty based on an overall mission or values?
  - Strong focus on the WHO mission → global health governance
  - Global health ethics course based on UN System (human rights, SDGs)
- GF: Mechanisms to ensure teaching quality?
  - Module evaluation after every module (not published)
  - Student members part of examination board
  - Programme coordinator is in close contact with the students enabling close interaction with students
  - Get lecturers with a certain quality assurance
  - German accreditation council has already accredited the MSc
    - New accreditation probably needed next year
- Modules usually run on a 4 week period

- LG: What kind of assessments do you use in the modules?
  - Aim to have a good mix
  - Oral exam at the beginning of the MSc (build strong speaking abilities)
  - Mix of presentations and written exams
  - Some modules have essays as assessments → ensure good writing skills in the future
  - For GIS: solve a task specific to the course
- NC: Are the modules presented in the first year mandatory for everyone? Can the modules be taken individually?
  - All students usually do the course as outlined in the presentations
  - So far individuals from the outside cannot take separate modules
  - Students from other faculties can take part in modules
  - By joining tropEd these courses are aimed to be opened to students from other institutions
- GvH: How does the course in One Health work?
  - With the collaborating centres of the university there is a very good capacity with regards to one health teaching
  - Food safety (e.g. food hygiene) & security; Zoonoses
  - AMR more part of module on infectious diseases
- GF: How far can you imagine to encourage your student body to also go to other tropEd institutions for courses? What about the financial aspects of such mobility?
  - Vast majority of students from non-EU countries, if they are only here for a year it does not make sense to go to other country than Germany
    - Prof. Bruchhausen has contested this: two students already went to other EU country with an Erasmus grant
  - Regarding fees another possibility needs and can be found

### Independent Discussion

- Heidelberg is very hesitant due to the very close competition
- NC: Very interesting programme and MSc but concerned with having yet another German member in tropEd → what does it mean for German tropEd members in terms of competition?
- Main issue: how to ensure that students also circulate among the network
- Question for the network: Already many German institutions
- RR: Do students circulate among German institutions in tropEd
  - Heidelberg and Berlin have a partnership where students circulate
- Start WG Recruitment to start addressing other institutions?
- Development of Global Health in Germany is probably the main reason for this many German institutions also coming up newly such as Bonn
  - If it weren't in Germany we would probably more readily accept the applicant
- LG: Concern with having common values regarding global health and equity
  - What makes an institute relevant and what institutes fit with tropEd?
- Could be a great asset for students and for tropEd as it is quite different to other programmes part of tropEd already

- BB: Argument of competition redundant/relative? We are all competitors in the network.
  - From perspective of diversity and added value is much more important that geographical location
  - Should be German institutions deal more proactively with this argument of competition
- KG: International Diversity first → postpone application
  - Not invite for self-evaluation report
- JP: Focus on collaboration than competition
  - Find it difficult to decline due to geography
  - Invite them for self-evaluation but stress elaboration on details and complement this with WG seeking other members
- NC: Not fair to decline based on country of institution
  - Focus on diversity and new approaches that can be brought into the network
  - Partnering with Ghana can be a good for the network: ask Bonn to bring in some of their partners
  - We need to deal with the geographical argumentation separately
- RR: overall asset brought in by Bonn for the network are far larger than the argument of competition having too many German institutions
  - In Germany: Is there a regulation in terms of alignment with regards to costs?

### **VOTE**

Accept: 9

Reject: 0

Abstain: 4

→ Bonn will be invited to hand in a self-evaluation report

→ Willingness to bring in international partners such as India and Ghana

## Final Recognition Document

- The recognition document was re-edited during the GA by the EC taking into account discussion points that came up in session 3
- Core course stayed in as a criterion in the recognition document
  - What a core course is and more flexibility regarding this will be further discussed in a potential new working group
- Comments
  - It is important to remember not to lose the discussion that was opened on the flexibility of core courses
  - Target the specific points that exclude certain institutions from having more tropEd students
  - Move on with WG Core course
    - Participants: ML, GF, (RR), (GvH)
- **Voting: 11 accepted, 1 abstention; no rejections**

→ **NEW RECOGNITION DOCUMENT ACCEPTED & CLOSURE of WG RECOGNITION**

## President Election

**Unanimous election of Jani Puradiredja (BNITM)**

## News and Events

- CUGH 2022 Conference
  - March 28 - April 01, 2022
  - Registration still open
  - Offer of satellite sessions which are for free
    - One session on education topics
  - **Invite Director to have presentation at our next assembly and then plan joint event for next year (Nuria will get in contact)**
- No news from ECTMIH
- EGHRIN work in progress and multiple WG established
  - Actions supporting EDCTP 3

## Closing

- Ifakara Summer GA June 9 - June 11) is in planning and confirmed by the hosts
  - We will get back to the network asking who would be willing and able to travel to Tanzania and join the GA
  - Hybrid GA
  - Meet with local student body
  - Miriam Müller as student representative is willing to join as well
- Autumn GA in Hamburg (Sep 22 - Sep 24)
  - Most likely plan a student session (will get in contact again with Miriam Müller and more students)

### **GAs 2023**

- Feb GA online again
- Other locations to be determined

## New WGs

- WG Core Course Requirement Revisions (Lead: ML)
  - GF, NC, (BB)