ACE Combined Meeting Ghana

Overview

• Day #1 Tuesday
  • 14:00 – 14:30 Introduction to Session & Elevator Pitches
  • 14:30 – 15:00 Writing elevator pitches by center
  • 15:00 – 16:00 Presenting Elevator Pitches
  • 16:00 – 16:15 Comparing ACE’s
  • 16:15 – 17:00 Market Place on lessons learned

• Day #2 Wednesday
  • 11:30 - 13:00 Market Place on lessons learned
  • 14:00 – 15:00 Market Place on lessons learned
  • 15:00 – 16:00 Unaddressed individual challenges & summary of lessons learned to date
Who is in the Room?

ACE I

- ACEGID: Genomics of Infectious Disease
  - Redeemer’s University, Nigeria
- ACENTDFB: Neglected Tropical Disease & Forensic Biotechnology
  - Amadu Bello University, Nigeria
- ACEPRD: Phytomedicine Research and Development
  - University of Jos, Nigeria
- CERHI: Reproductive Health Innovation
  - University of Benin, Nigeria
- SAMEF: Maternal & Child Health
  - Universite Cheikh Anta Diop
- WACCBIP: Cellular Biology of Infectious Disease
  - University of Ghana Legon, Ghana
Who is in the Room?

ACE II

• ACE for Public Health and Herbal Medicine
  • University of Malawi, Malawi
• Center for Innovative Drug Development & Therapeutic Trials for Africa
  • Addis Abba University, Ethiopia
• Southern Africa Center for Infectious Disease Surveillance
  • Sokoine University of Agriculture, Tanzania
• Pharm-Biotechnology and Traditional Medicine Center
  • Mbarara University of Science & Technology, Uganda
• ACE for Infectious Disease of Humans & Animals
  • University of Zambia, Zambia
The Elevator Pitch

~Introducing your ACE memorably~

Michelle Niescierenko MD, MPH

**Credit Adapted from Melissa Marshall**
What is an Elevator Pitch?
Qu'est-ce qu'un pitch d'ascenseur?

A succinct and persuasive sales pitch

Or

Un argument de vente succinct et convaincant
When is an elevator pitch useful?
Quand un emplacement d'ascenseur est-il utile?
A great elevator pitch ignites a chain reaction

Un grand pas d'ascenseur enflamme une réaction en chaîne
When communicating your work the goal is to be memorable
Lorsque vous communiquez votre travail, le but est d'être mémorable

S i m p l e
U n e x p e c t e d
C o n c r e t e
C r e d i b l e
E m o t i o n
S t o r y
Example: Brainstorm an analogy/example that makes describes your center concretely

Exemple:
Faites un remue-méninges d'une analogie / d'un exemple qui décrit concrètement votre centre

S imple
U nexpected
C oncrete
C redible
E motion
S tory
The Elevator Pitch should both inform and foster interest in your work in about 60 seconds: **A minute to win it!**
Science not communicated is science not done.
The Elevator Pitch should both inform and foster interest in your work

Grand objectif de l'image / problème

Pertinence pour l'audience

Votre projet spécifique

Le choix des mots
The Elevator Pitch should both inform and foster interest in your work in about 60 seconds: *A minute to win it!*
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Draft Your Own Elevator Pitch/Projetez votre propre terrain d'ascenseur

• Topic Big Picture/Problem
Sujet Big Picture / Problème

• Relevance to the audience
Pertinence pour le public

• Your specific project
Votre projet spécifique

• Broader Impact
Impact plus large

How many pitches do you need? De combien de terrains avez-vous besoin?
Who are the target audiences? Qui sont les publics cibles?
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Feedback is specific, actionable and avoids the use of ‘but’
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That analogy you used was really helpful and memorable to understand your idea...

AND

I think providing numbers of those impacted would make the relevance even stronger.
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“In science, the credit goes to the [one] who convinces the world, not to whom the idea first occurs.”

- Francis Darwin

Science not communicated is science not done.
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Cross Center Learning

Sharing Ace I & ACE II Practical Experience
Why have a joint meeting?

Reinventing the wheel. Knowing when and how.
Standardize the Comparison – DLR #2
DLR 2 ACE I

2.1 Short Course Students
2.2 Masters Students
2.3 PhD Students
2.4 Industry Outreach/Internships for 1 month
2.5 National/Regional/International Accreditation
2.6 Published peer reviewed articles
2.7 Externally generated revenue
2.8 Milestones for learning/research
DLR 2 ACE II

2.1 Timely work plan completion

2.2 Newly enrolled students (all Short Course/Masters/PhD)

2.3 Accreditation

2.4 Partnerships for collaboration – MOUs signed

2.5 Published Peer Reviewed articles

2.6 Faculty/Student outreaches

2.7 Externally Generated Revenue

2.8 Benchmarking for PASET
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Market Place for Cross Center Learning

- Forum for open conversation
- Shared experiences
- Brainstorming/shared problem solving
- Summary & take home messages
- Feedback to the World Bank Teams
- Only works if everyone participates fully
ACE I’s are Stationary
ACE II’s Rotate

- Uganda
- Ethiopia
- Malawi
- Zambia
- Tanzania

- ACEGID
- WACCBIP
- SAMEF
- CERHI
- ACENTDFB
- ACEPRD
Discussion #1

Please discuss three aspects of implementing teaching/learning activities at your ACE Center – discuss successes & challenges

• Student Recruitment
• Faculty Development & Incentivizing
• Student Welfare
• Mentorship/Thesis supervision
• Other!
Discussion #2

Please discuss three aspects of implementing your center’s research program – discuss successes & challenges

- Equipment & facilities
- Capacity of students or faculty
- Funding
- Peer reviewed publication
- Other!
Discussion #3

Please discuss three aspects of your center’s efforts to build partnerships – with industry and other academic institutions – discuss successes & challenges

• Identifying partners
• Scope of partnership
• Setting expectations with partners
• Funding
• Logistical/Practical aspects of internships
• Other!
Discussion #4

Please discuss three aspects of your center’s efforts towards efficient and effective management and financial management – discuss successes & challenges

• Management structures
• Roles
• Project management
• Processes you’ve fast tracked
• Changes you’ve made within your university
• University investments in the center
• Other!
Discussion #5

Pair up by topic area!

• Share science
• Share methodologies
• Identify tangible opportunities to collaborate
• Share partners
Summarize

• What are the lessons learned by ACE I?
• What has ACE II learned already?
• What continues to be a challenge for ACE I/II?
• Summary recommendations
Health breakout

Students
- Recruitment – closely related programs should advertise together
- Related centers should exchange students & Faculty and can consider co-supervising student thesis
- Systems for student Welfare – transportation, accommodations, medical insurance, residency status, internet access etc are really important.
- Student feedback forum builds relationships between students and faculty and resolves problems
- Preferential treatment for students for support in the center
- Attract students by promoting the center’s facilities/faculty/topic
- Students can utilize log books to summarize their work/exposure to different content, techniques, equipment
- Accommodation support waiver is an option for regional student support
- Student’s supervisors are not chosen for them but they select based on topics.
- Supervisors are present and engaged in students projects

Faculty
- Bring faculty together to run programs through buy into the center concept
- Developing skills of faculty supports the university as well as the center goals
- Selling the career benefits to faculty on participating in the center and the support it can provide for career advancement
- Faculty exchange for development of faculty, building of partnerships and expanding work
- Incentives for faculty that not are not direct salary include publications, conference fees/travel, exchanges with international partners

Degrees
- Mentorship vs. supervision – supervision of thesis provides the mechanism to mentor students to impact on their careers and training
- Mentorship allows impact on life qualities and values for the field – critical to foster relationships, helpful for gender support so students have a comfortable place to go for professional and personal issues interfering with their education
- Students freely choose thesis topic and supervisor by interest

Collaboration
- Overarching theme in all aspects of the project.
- Signing of MOUs is important to deepen the collaboration and formalize the expectations
- Expand collaborations so they are education and research not just one of the two
- Joint resource mobilization with partners is a way of building relationships
University & Management

- Institutionalization of the ACE programs into the university
- Buy in needs to be there at the university, post graduate school and faculty levels
- Communication with the vice chancellors/management is key to keeping them engaged and up to date
- Regular meetings with the team of faculty working on the ACE
- Transition of leadership – prepare for it and engage multiple manager/VC level stakeholders.
- Perhaps even have an agreement or documents signed by the university council agreeing to the relationship with ACE for ‘succession’ after a university leader transitions
- Reluctance of existing faculty to work on the ACE – may see it as a new opportunity or as a threat and don’t want to see it succeed. Center needs to engage faculty as key stakeholders
- Autonomy as part of the ‘benefit’ received from the university
- Share financial management system – checks and balances between the center staff and the university staff
- Transparency – cosignatory between center and university
- Management committees – high level representation but actually manage the activities of the center and make them move quickly
- Engage partners in submitting grants so resources are shared between partners
- MOUs and agreements with partners
- Needs to be sustainable beyond ACE – must be linked to faculties and medical schools
- Write about the center to increase visibility
- Facility support from the university advances the ACEs