



2022 Higher Education Global Evidence Summit

May 3-4 • May 10-11 • May 17-18

All session content will be presented in English



All times are listed in U.S. Eastern Standard Time

VIEW: [WEEK TWO](#) • [WEEK THREE](#)

WEEK ONE DAY I - MAY 3, 2022 INNOVATION

8:00 – 8:55 AM NETWORKING PRE-SESSION

9:00 – 9:30 AM OPENING PLENARY

Keynote Message



Alexis Bonnell
Senior Business Executive: Emerging Technology Evangelist
Google

9:35 – 10:30 AM CONCURRENT SESSIONS (Research and Practice 55 min Presentations)

Embedded Research Translation: An Innovative Model for Collaborative Research Impact

Higher education has a unique role in international development; however, there is little consensus on terminology or frameworks for how academics can collaborate with development practitioners and policymakers. [LASER PULSE](#) is an innovative program that fosters collaboration between these stakeholders to deliver research-driven solutions to field-sourced development challenges. In our session, we will (1) share findings of a rapid literature review on different research translation approaches (2) situate LASER PULSE's Embedded Research Translation (ERT) model in the findings as an innovative new model for collaborative research impact in international development, and (3) conduct an interactive panel discussion to hear from researchers and practitioners in LASER PULSE projects who have applied the ERT model. A resource document introducing the model and its associated tools and a literature review summary can be viewed under the session resources section.

Priyanka Brunese, Research Scientist, Purdue University, LASER PULSE
Laura Riddering, LASER PULSE Research Translation Advisor, Catholic Relief Services, LASER PULSE
Alexandra Towns, LASER PULSE Research Translation Strategy Lead, Catholic Relief Services, LASER PULSE
Yuehwen Yih, Academic Director of LASER PULSE and Professor, Purdue University, LASER PULSE

Catalyzing Innovation: ROI for a BHEARD Technology Seed Grant Program

This empirical/applied research study seeks to answer the question, "How can HE systems and institutions best incentivize innovative research?" The study analyzes the value of investments in innovation and private sector engagement through a return-on-investment analysis of an innovative competitive seed grant program carried out by the Borlaug Higher Education for Agricultural Research and Development (BHEARD) Program at Michigan State University together with the Royal University of Agriculture, a research-intensive university, Impact Hub Phnom Penh, and the private sector in Cambodia. This study presents an evaluation of the social, organizational, and economic returns to the initial investment by the BHEARD program in a simple innovation and technology transfer competition. For this mixed-methods analysis, data was collected through individual interviews, focus group interviews, and primary data collection on financial costs and benefits to understand the economic effects of the program and the social and organizational impacts.

Cait Goddard, Capacity Development and Design Thinking Specialist, Michigan State University
Lyda Hok, Director, CESAIN, Royal University of Agriculture
Karim Maredia, Senior Associate to the Dean in the College of Agriculture and Natural Resources, Michigan State University
John William Medendorp, Associate Director, Urban Center, Purdue University

Engineering Application and Research Skills as a Pathway to Local Innovation

Developed from a 7-year collaboration amongst researchers, teachers, students, and implementing centers, our research and practice initiative is an innovative pathway for localized technical education and employability for displaced youth. With

a focus on street youth, refugees, and internally displaced peoples, this panel discussion will guide you through three areas:

- Active, Blended, Collaborative, and Democratic (ABCD): Our student-facing component combines curriculum, pedagogy, and social-emotional learning, resulting in higher attainment and agency for learners.
- Localized Engineering in Displacement (LED): The teacher-focused component collectivizes local teachers' expertise and prioritizes their relevant knowledge.
- Research: We rethink how different institutions coordinate to conduct research led by displaced students.

By participating in this discussion, you will learn ways to engage theories of critical pedagogy, community-of-practice, localized/indigenous knowledge, and assets of displaced youth to solve community challenges and translate skills to career pathways. We encourage you to review our additional materials under our session resources.

Jennifer DeBoer, Associate Professor, Purdue University

Sally Kimani, Program Coordinator, Tumaini Innovation Center

Juvenal Mbonihankuye, Project Director, Youth, Education, and Sports (YES)

Dhinesh Radhakrishnan, Postdoctoral Research Associate, Purdue University

Innovating Global Partnerships and Research Leadership Programs for Higher Education Transformation

This session will address how equitable global partnerships coupled with individual leadership strengthening programs can be structured to lead to innovation and higher education transformation. We will examine the effectiveness of the Alliance for African Partnership's (AAP) framework and draw on evidence from three case studies of AAP-supported initiatives. AAP—a consortium of 10 African universities, an African-based think tank, and Michigan State University—is testing the contention that equitable partnerships are necessary for catalyzing innovation in higher education research, teaching, and outreach. This approach taps into a broad paradigm shift among development donors and practitioners towards global partnerships in which knowledge flows in both directions, local priorities take center stage, and each partner brings their complementary strengths. Attendees will have the opportunity to engage with partnership case studies to explore what works, and lessons learned and dive deeper into partnership models.

Sharon Hooper, Postdoctoral Research Associate, Michigan State University

Amy Jamison, Co-Director, Alliance for African Partnership, Michigan State University

Getrude Mphwanthe, Lecturer in Dietetics, Lilongwe University of Agriculture and Natural Resources

Amelia Odo, Senior Lecturer, University of Nigeria-Nsukka

10:30 – 10:45 AM

BREAK

10:45 – 11:40 AM

CONCURRENT SESSIONS (Research and Practice 55 min Presentations)

Internationalizing the English Curriculum: A Social Justice-Oriented Collaboration With Nepali Teachers

Despite being a diverse country, Nepal's multilingual and multicultural composition is not addressed in the educational policies and programs, mainly due to a nation-building plan that dictates that Nepali should be the official language of Nepal. We will share a collaborative project that engaged U.S.-based graduate students who partnered with an English teacher in Nepal to co-design a unit of English language lessons. These lessons were subsequently delivered in her classroom with an aim to develop critical pedagogical awareness with a focus on social justice issues. The graduate students reconceptualized themselves as resources while also ensuring a two-directional knowledge exchange with the partner teacher in Nepal. We also found that our teacher-partner in Nepal moved between English, Nepali, and other indigenous languages by adopting a translanguaging approach (García et al., 2017). We argue in favor of a culturally sustaining pedagogical approach (Paris & Alim, 2017) that honors the linguistic and cultural resources that Nepali students and teachers bring with them to the classroom.

Peter De Costa, Associate Professor, Michigan State University

Laxmi Prasad Ojha, Doctoral Student, Michigan State University

Identifying African Universities' Research Management and Knowledge Transfer Needs Through Self-Assessment

The global research funding ecosystem recognizes "Grand Challenges" facing the world, purportedly providing platforms for international research collaboration. However, many universities in less economically developed countries risk being marginalized in, or locked out of, global research consortia because they struggle to meet funders' administrative requirements. Since 2016, IREX has supported over 100 leaders from African Research Universities Alliance to build personal capabilities and their institutions' capacity for research management through training, fellowships, grant funding, and coaching to support institutional change. Synthesized data from over 50 participants will be presented with qualitative data from training exercises to provide a snapshot of capacity across several African institutions. Program alumni demonstrate how they have used data to tailor interventions and prioritize institutional performance improvement to complement aggregated data. Finally, program evaluation data will be shared, indicating that this data-informed approach to program design leads to positive institutional change.

Tim Shorter, Senior Program Officer, IREX

Paul Gonza, Research Manager, Infectious Diseases Institute, Makerere University

Rebecca Ward, Senior Technical Expert, IREX

Addressing Needs of Agro-Processing MSME's: Project-Based Learning Approaches for University Students

This session explores how higher education institutions can simultaneously skill students and develop innovations that meet the needs of industry, in this case, the food industry in Uganda. The presenters will show how they applied two approaches—human-centered design (HCD) and project-based learning (PBL) to engage students and address challenges faced by agro-processing medium, small, micro-industries. The presentation outlines challenges in student learning within the agro-processing industry and the proposed training models that can bridge the identified gaps. Through an interactive panel discussion, the team will share how HCD and PBL were employed to build innovation ecosystems that respond to the needs of external stakeholders and provide students with skills to apply theories to practice.

Emmanuel Baidhe, Project Administrator, Makerere University

Julia Kigozi, Senior Lecturer, Makerere University

Isaac Oluk, Research and Development Lead, University of Kentucky

The Role of Higher Education Institutions in Strengthening Inclusive Innovation Ecosystems

Over the years, Higher Education Institutions (HEIs) have been credited with knowledge generation and provision of education. In the 21st Century, HEIs are charged with the extra responsibility of enhancing operations of a knowledge economy. However, there is little emphasis on their role in strengthening innovation ecosystems. How can HEIs strengthen national and regional innovation systems in an inclusive, scaled, and sustainable manner? We answer this question by conducting a landscape assessment of six Counties in Kenya and obtaining primary data from youth, HEIs, the government, and the private sector. We leverage ongoing work with adolescent girls to model an inclusive, enabling environment. Policy dimensions are explored, and findings are used to co-create interventions that strengthen and synergize local and regional innovation networks using the Human-Centered Design process. This work informs the remodeling of HEIs to support employability and enhance the ecosystem of innovation to contribute to social and economic development.

Alexander Kahi, Project Lead – Egerton, Egerton University

Leapetswe Maletle, Principal Investigator, Michigan State University

Amos Njuguna, Project Lead – USIU, U.S. International University

Marcy Hessling O'Neil, Project Lead – Gender, Michigan State University

11:40 AM – 12:00 PM BREAK

12:00 – 12:30 PM

LIGHTNING TALKS (30 min Discussions)

5-minute asynchronous pre-recorded presentations. Live 30-minute discussions with the presentation teams during the event.

Enhancing HEI Teaching and Learning To Promote Research and Innovation

Research is central to the mission of higher education institutions (HEIs). However, research can be disrespectful, irrelevant, and not actionable (Leith & McCreless, 2019). Researchers often neglect to place the user at the center of the work or employ a lean data collection and dissemination process. The talk will highlight a case at Ashesi University in Berekuso, Ghana, where university students were banned in 2014 from coming into the nearby town to conduct research with the same families, collect data, and often not share the results. Ashesi University and MIT D-Lab sought to address this ineffective and intrusive research problem with vulnerable communities as part of the NEXTi2i project under USAID's Accelerating Local Potential Program. The team addressed these challenges by teaching students, entrepreneurs, and practitioners about the Lean Research approach, emphasizing relevance, rigor, right-sizing, and respect in research.

Gordon Adomdza, Associate Professor, Ashesi University

Kendra Leith, Associate Director of Research, MIT D-Lab

Mental Health Capacity Building in Higher Education

Mental health is an important issue facing higher education students globally. Higher education institutions have witnessed a sharp rise in students' mental health concerns, placing significant strain on services. In many cases, the rates of mental health issues far outpace the availability of services. In response to similar challenges at the New School, the Trauma and Global Mental Health Lab currently partner with Student Health Services to adapt and deliver a brief psychosocial intervention. Problem Management Plus (PM+) builds capacity for mental healthcare for students experiencing mild to moderate levels of distress. We explore how evidence-based capacity-building strategies can be used to increase the availability and accessibility of psychosocial support. In particular, this talk will present systems that integrate into existing education structures to provide educators and staff with sustainable models of mental health support.

Adam Brown, Associate Professor and Vice Provost for Research, New School for Social Research

Lessons Learned in Incentivizing Academics To Participate in USAID-Funded Research

Increasing the participation of the academic community to contribute to actionable government-funded research is a challenge that requires understanding and managing incentives and expectations. While many USAID-funded activities may not directly contribute to the core academic incentive of generating publications that lead to tenure, the Research Technical Assistance Center (RTAC) experience demonstrates that there are other ways to incentivize faculty and student researchers to participate in conducting evidence-based research. These incentives include financial compensation but also non-monetary enticements. We discuss some of the barriers to engaging academics in implementing USAID-funded research and technical assistance and some of the incentives used to create a global network of researchers interested in implementing USAID work.

Gabriela Alcaraz, *Research Director, NORC at the University of Chicago, Research Technical Assistance Center*
Sutherland Miller III, *Project Director, NORC at the University of Chicago, Research Technical Assistance Center*

Coaching as a Tool for Success in Higher Education

During this talk, we will suggest how to support innovativeness within higher education institutions via implementing a coaching program, through a case study example of a coaching program for the Makerere University College of Agricultural and Environmental Sciences' (CAES) Innovation Scholars Program (ISP). Informed by data collected from previous ISPs working with Malawian universities and data from the current iteration with CAES in its second year, we explore the dramatic shifts that higher education must undergo to address both pressing challenges and take advantage of technological opportunities the need for innovation at the forefront. This includes a literature review, individual coach interviews, and monthly coaches' surveys and group meetings. We highlight best practices and practical takeaways on developing, implementing, and evaluating an effective higher education coaching model, addressing specific challenges that include bringing innovative practices into traditional education systems.

Cait Goddard, *Capacity Development and Design Thinking Specialist, Michigan State University*
Sera Gondwe, *Lecturer and Business Economist, Lilongwe University of Agriculture and Natural Resources*

Teaching Human-Centered Design to Kenyan Computer Science Students

Digital technologies are transforming Kenya, but few Kenyan-born software developers play a significant role in building these technologies. Kenyans should be developing technical solutions to their country's problems. One way to achieve this is by providing these students with the skills needed to design digital solutions that respond to local people's needs. However, universities' computer science programs tend to prioritize developing students' technical skills over human-centered design approaches. This creative, interdisciplinary, and iterative process places humans at the center of technology development and increasingly develops innovative technologies. I have developed and implemented a short course that introduces Kenyan students to human-centered design to address this problem. In this lightning talk, I will discuss my experiences teaching this course. My observations suggest that the course encourages students to collaborate with students from other disciplines to imagine novel technical solutions to their everyday problems.

Susan Wyche, *Associate Professor, Michigan State University*

Measurement of Capacity To Innovate Across Project Participants (During and Post-Project)

Project management teams are encouraged to assess their programs' impact on a Higher-Education Institutions (HEI) post-funding. Teams must show evidence that participants possess a capacity (or rather competency) to apply research, engage local knowledge, and address local problems with innovative solutions. However, measuring "competency" to innovate is complex, requiring the collection of various artifacts across a project cycle, training of artifact reviewers, and conducting several review phases to analyze artifacts in two respects- cognition and application. This lightning talk will present a participatory process for measuring HEI contributions to innovation. Methods were installed to review various artifacts from project activities (e.g., field trip interviews, workshop diaries). The approach to collecting and assessing artifacts introduces practices that can be replicated across the international development arena. By the end of the presentation, attendees will learn about a process to measure competencies for innovation and scales for measuring these competencies.

William Heinrich, *Director, Orbis Mindset*
Timothy Silberg, *Outreach Specialist, Michigan State University*

12:30 – 1:00 PM

GENERAL SESSION PLENARY

WEEK ONE **DAY 2 - MAY 4, 2022** **INNOVATION**

9:00 – 9:30 AM **OPENING PLENARY**

9:30 – 10:25 AM **CONCURRENT SESSIONS** (Research and Practice 55 min Presentations)

Building Preservice Instructors' Capacity Through Collaboration During COVID

Our team explores innovative efforts to adapt working modalities for collaboration between higher education institutions when in-person training is impossible. We will discuss strategies used to strengthen the capacity of preservice teaching faculty in the Philippines to deliver research-based, early literacy instruction in the context of multilingual education. Through an interactive panel discussion, you will learn about an approach to connect preservice teaching faculty in distant locations. You will also hear how to successfully co-develop teaching modules for a revised Early Childhood and Elementary Education program. We will explore how aligning preservice and in-service content and pedagogy training contributes to developing a cadre of teachers that can support each other in the implementation of evidence-based strategies for multilingual literacy instruction. We will also present creative technological techniques to overcome the challenges of a low-resource context, integrate active learning in virtual settings, and promote sustainable change.

Marion Fesmire, Research Faculty, Inclusion and Literacy Specialist, Florida State University
Ana H. Marty, Research Faculty, ECE and Literacy Specialist, Florida State University
Kate Schell, Doctoral Student, Florida State University

Incentivising Research & Innovation Among African Higher Education Institutions in Conflict-Settings

Higher Education Institutions (HEIs) are strategically placed to address information and data needs to inform development challenges in LMIC and localities. Research and innovation ecosystems in HEIs in low-income countries like those in Africa; however, HEIs that have been affected by conflict have unique challenges. We highlight these issues using the two-country case study involving South Sudan and Somalia. The session presentation and discussion will review several challenges, including the lack of investment in funding towards research & innovation, political instability and conflict, and the ethical review processes. We will also address challenges for women entrepreneurs from Muslim countries and homebound women who lack support, funding, and encouragement. You will also learn tips and recommendations from these two case studies from male and female scholars.

Angella Atukunda, Research Manager, Makerere University, ResilientAfrica Network
Nathan Tumuhameye, Director of Operations, Makerere University, ResilientAfrica Network

Research to Practice: How Investments in HEIs Support Innovation and Development

USAID's investments in higher education can increase innovation and evidence-based policy-making in the countries where USAID has a presence. However, the timeline for the realization of such results can take time. To examine the long-term impacts of these investments, we employ quasi-experimental and mixed methods to conduct long-term retrospective evaluations of two programs. Partnerships for Enhanced Engagement in Research (PEER) is a grant program that funds scientists in USAID partner countries to conduct research activities to solve development problems locally. The Higher Education Solutions Network (HESN) program engaged seven university development labs to strengthen the role of HEIs in development. This panel discussion will present the findings of both studies, focusing on what works in terms of research translation for community development and policy-making. Attendees will learn about the long-term evidence supporting both activities beyond what can be detected at the close of the program.

Danice Guzmán, Associate Director, Evidence and Learning, University of Notre Dame
Lila Khatiwada, Senior Research Associate, University of Notre Dame
Audrey-Marie Moore, Principal Researcher, Mathematica Policy Research
Josh Meuth Alldredge, Research Analyst, Mathematica Policy Research

Assessing HEI-led Innovation and Entrepreneurial Ecosystems: Pilot Testing in Four Countries

One of the learning priorities in the USAID 2022-2026 Learning Agenda relates to effectively measuring change and transformation at the local system level. Assessing change within local systems of innovation and entrepreneurship, or "local innovation ecosystems," is challenging yet essential for interventions that seek to strengthen these ecosystems and improve their performance. This session will share the process and early results of pilot testing diagnostic approaches designed to assess the capacity and performance of innovation and entrepreneurial ecosystems based at and/or driven by higher education institutions (HEIs) in LMICs. Researchers from the Massachusetts Institute of Technology working on the USAID-funded ASPIRE project (under BRIDGE-Train) and the University of Notre Dame's Pulte Institute for Global Development working in the USAID-funded Supporting Holistic and Actionable Research in Education (SHARE) will present their lessons learned from piloting closely related innovation ecosystem diagnostics in Guatemala, Kenya, Indonesia, and the Philippines.

Elias Damtew Assefa, Postdoctoral Associate, Massachusetts Institute of Technology D-Lab
Elizabeth Dolan, Research Associate, University of Notre Dame

The Innovation Scholars Program: A Higher Education Institutional Capacity Development Story

USAID's Edulinks and HELIX APS identified the Innovation Scholars Program (ISP) as an innovative model for capacity development for higher education institutions (HEI). Separate USAID mechanisms funded the ISP at three African universities in two countries. Our goal is to share findings by telling the ISP story, followed by audience questions, critique, and discussion about what does (and does not) work to improve organizational performance in HEI core missions to drive economic growth and social impact. ISP leaders from three African HEIs and MSU will interact with participants after presenting evidence that the ISP (1) strengthens individuals' capacities to use new tools to produce innovation in education, student success, outreach, and research; (2) strengthens institutional capacity to craft culture(s) of innovation by training individuals to identify problems and create inclusive solutions; and (3) triggers system impact by strengthening the relevance of HEIs, establishing cohorts of innovators, and growing communities of practice.

John Bonnell, Director, Borlaug Higher Education for Agricultural Research and Development (BHEARD) Program & CAES ISP, Michigan State University

Jackline Bonabana-Wabbi, Associate Professor and Program Manager, CAES-ISP, Makerere University

Emmanuel Kaunda, Professor and Vice-Chancellor, Lilongwe University of Agriculture and Natural Resources

David Mkwambisi, Associate Professor and Director of MUST Institute of Industrial Research and Innovation, Malawi University of Science and Technology

10:25 – 10:45 AM

BREAK

10:45 – 11:15 AM

POSTER SESSIONS - PRESENTER LIVE Q & A (30 min Q & A)

Asynchronous pre-recorded poster presentations. Live 30-minute Q & A with the presentation teams during the event.

Supporting and Seeding Research and Innovation Within and Between Universities

The study's objective was to implement a grant writing workshop, provide seed funding for grant proposals, and identify research partnerships and innovation areas between the two universities. Both institutions' senior research faculty presented a hybrid grant writing workshop to the University of Nigeria, Nsukka faculty, and doctoral students from March 22-25, 2021. Following the workshop, the investigators developed a call for grant proposals for pilot grants. Faculty from both universities selected 7 of 26 applications to award grant funding. Based on the success of the grant writing workshop, the Director of Research at the UNN has committed funding to develop a Writing Center, with technical support from the Michigan State University Writing Center. Skills development to enable partners to be true research partners, provision of seed funding for pilot data, and matchmaking potential research colleagues can lead to sustainable institutional growth and innovation between and across institutions.

Rebecca Malouin, Director, Michigan State University

Amelia Odo, Senior Lecturer, University of Nigeria, Nsukka

Diagnostic Tool to Assess Innovation Readiness in Philippine Higher Education Institutions

The proposed poster presentation will focus on the design, implementation, and benefits of an institutional diagnostic tool (IDT) for Higher Education Institutions (HEIs). The poster will capture the methodology and results of the assessment developed with a local partner association of 112 public HEIs to measure their innovation capacity. The experience may be valuable to other countries facing similar challenges in answering the critical question on the innovation theme on how the coordination and governance of HEI systems can be improved to support private sector engagement and innovation ecosystems.

Rossana Zetina-Beale, Senior Innovation Policy Analyst, RTI International

Mir Shariff Tillah, Senior Education Adviser, USAID

Facilitating Scholars To Apply Human-Centered Design Thinking in CAES

The CAES-ISP is an innovation scholars program supporting academic staff and top administrators of Makerere University's College of Agricultural and Environmental Sciences to develop innovative ways to enhance teaching and learning. The CAES-ISP offers the opportunity to academic staff to work as interdisciplinary teams to solve food-system problems that are relevant to food in Africa while at the same time offering the CAES leadership team an opportunity to reinvigorate the innovation culture within the College. It consists of 2 tracks: The Academic track and the Top Management track. It was built on the model that fosters Human-centered Design Thinking among scholars. It is implemented to contribute to 5 grand challenges, namely: preparing students effectively for changing international and local markets; preparing students for self-driven career paths; developing innovative technology for the market; strengthening CAES' influence in policy decision making, and developing a thriving CAES innovation environment.

Jackline Bonabana-Wabbi, Associate Professor and Program Manager, CAES-ISP, Makerere University

Introduction to Development Engineering: A New Open Access Graduate-Level Textbook

Despite increasing focus on the promise of technology for meeting SDGs, enormous challenges remain to harnessing innovation for social impact around the world. The emerging interdisciplinary field of Development Engineering (DevEng) seeks to improve our understanding of how to better design and implement technological innovations in resource-constrained settings. The DevEng field merges research insights from social sciences and engineering and provides a framework for their application to poverty alleviation and economic growth.

The presentation will showcase the new Open Access textbook “Introduction to Development Engineering: A Framework with Applications from the Field.” The book offers an overview, and in 19 real-world case studies demonstrates how interdisciplinary learning and awareness of contextual constraints can help new technologies for adoption and scaling. The book is co-authored by pioneering faculty, researchers, and senior doctoral students, and is already being used as the core text for UC Berkeley’s new Master of Development Engineering program.

Anustubh Agnihotri, *Doctoral Student, University of California, Berkeley*
Ashok Gadgil, *Faculty Senior Scientist, Lawrence Berkeley National Laboratory*

Development of an End-User Oriented Curriculum and Cultivation of an Innovation Ecosystem

Higher Education Institutions (HEIs) are asked to advance innovations to address local problems adapted to end-user needs; this is not an easy process. The ecosystem needed to facilitate this process faces several challenges, as it rarely invites end-user input throughout the process. When it does, iteration is seldom practiced based on these end-user inputs. To create a space for iteration, a curriculum named the “innovation toolkit” was created by the faculty of Malawi University of Science and Technology (MUST), with the support of Michigan State University (MSU). The toolkit facilitates the application of Human-Centered Design at HEIs. This poster presentation will introduce a process for developing the curriculum collaboratively with international partners. By the end of the presentation, attendees will learn about the 14 modules created, the iteration has taken to create the curriculum, and how it guides students and faculty to implement end-user-oriented innovations for local problems.

Richard Chilipa, *Professor, Malawi University of Science and Technology*
Timothy Robert Silberg, *Outreach Specialist, Michigan State University*

11:15 AM – 12:30 PM GENERAL SESSION PLENARY

Moderator



Ticora Jones
Chief Scientist
USAID

12:30 – 1:00 PM NETWORKING ACTIVITY